Secretary of State and Statistics Canada
Secrétariat d'État et Statistique Canada

THE CLASS OF 82

Summary report on the findings of the 1984 National Survey of the Graduates of 1982

87-00586/

THE CLASS OF 82

Summary report on the findings of the 1984 National Survey of the Graduates of 1982

Warren Clark, Statistics Canada
Margaret Laing, Secretary of State
Edith Rechnitzer, Statistics Canada

SYMBOLS

.. figures not available

\- nil or zero

* numbers marked with this symbol have a coefficient of variation between 16.6% and 25% and are less reliable than unmarked numbers

-- data are not reliable enough to be released; coefficient of variation greater than 25%

© Minister of Supply and Services
Canada 1986
Cat. #S2-168/1986E
ISBN 0-662-14926-2

CONTENTS

LIST OF TABLES vi

LIST OF CHARTS viii

LIST OF APPENDICES x

ACKNOWLEDGMENTS xi

INTRODUCTION 1
- Survey objectives
- Methodology
- Key issues
- Use of the Report
- Organization of the Report
- Terminology

HIGHLIGHTS 6
- Employment
- Unemployment
- Relationship between job and education
- Qualifications required for the job
- Earnings
- Satisfaction with educational program

CHAPTER 1. EDUCATIONAL PROGRAMS 9
- Trade/vocational programs
- Colleges
- Universities
- The Class of 1982

CHAPTER 2. EDUCATIONAL BACKGROUND AND PREVIOUS LABOUR MARKET EXPERIENCE 13
- Trade/vocational
- College
- University
  - Bachelor's
  - Master's
  - Doctorate

CHAPTER 3. LABOUR FORCE STATUS 17
- Working full-time
  - Trade/vocational
  - College
  - University
  - Comparison of 1976 and 1982 graduates
- Working part-time
  - Reasons for working part-time

Unemployment
Unemployment rates by major field of study
Provincial unemployment rates
Total duration of unemployment
Comparison of 1976 and 1982 graduates
Not in the Labour Force
Reasons for not working and not looking for work

CHAPTER 4. MATCH BETWEEN JOB MARKET AND EDUCATION SYSTEM 37
Importance of the match between field of study and job
College
University
Extent to which education and employment match
Relationship of job to education
Trade/vocational
College
University
Necessity of trade/vocational program for the job
Educational qualifications required for the job
College
University

CHAPTER 5. EARNINGS OF GRADUATES WORKING FULL-TIME 51
Trade/vocational
College
University

CHAPTER 6. OCCUPATIONS AND INDUSTRIES 57
Trade/vocational
College
University

CHAPTER 7. JOB SATISFACTION 67
Graduates employed full-time
Graduates employed part-time

CHAPTER 8. STUDIES AND QUALIFICATIONS AFTER GRADUATION 77
Studies in January 1983
Trade/vocational
College
University
Qualifications granted after graduation

CHAPTER 9. ATTITUDES OF GRADUATES TOWARD THEIR EDUCATION 81
Reason for enrolling
College
University
Graduates' perception of the benefits of their program
College
University

CHAPTER 10. SATISFACTION WITH PROGRAM 87
Retrospective judgement
Trade/vocational
College
University
Employment experience and educational satisfaction
Type of program now desired
Trade/vocational
College
University

CHAPTER 11. FINANCIAL ASSISTANCE 95
Trade/vocational
College
University

CHAPTER 12. MIGRATION OF GRADUATES 103
Trade/vocational
College
University

APPENDIX A. GRADUATES' EXPERIENCES IN THE LABOUR MARKET, BY PROVINCE OF INTERVIEW 109

APPENDIX B. ATTITUDES OF COLLEGE AND UNIVERSITY GRADUATES TOWARD THEIR EDUCATION PROGRAM, BY PROVINCE OF STUDY 121

APPENDIX C. COLLEGE AND UNIVERSITY GRADUATES BORROWING TO FINANCE AN EDUCATION, BY PROVINCE OF STUDY 125

APPENDIX D. NUMBER OF 1982 GRADUATES, BY FIELD OF STUDY AND EDUCATIONAL LEVEL 127

APPENDIX E. PERCENTAGE OF GRADUATES IN THE LABOUR FORCE WHO WERE WORKING FULL-TIME 135

APPENDIX F. GRADUATES IN FULL-TIME JOBS REQUIRING LESS THAN THEIR LEVEL OF EDUCATION 139

APPENDIX G. PROFILE OF THE 1982 GRADUATES, BY EDUCATIONAL LEVEL 143

APPENDIX H. METHODOLOGY 145

APPENDIX I. TRADE/VOCATIONAL QUESTIONNAIRE 151

APPENDIX J. UNIVERSITY/COLLEGE QUESTIONNAIRE 163

BIBLIOGRAPHY 175

GLOSSARY 177

LIST OF TABLES

1. Graduates by educational level 11

2. Labour force status of trade/vocational, college and university graduates, January 1983, October 1983 and June 1984 19

3. Full-time workers as a percentage of graduates in the labour force, by educational level and sex, June 1984 22

4. Full-time workers as a percentage of graduates in the labour force, excluding graduates from Québec institutions, by educational level, June 1978 and June 1984 25

5. Part-time workers as a percentage of graduates in the labour force, by educational level and sex, June 1984 26

6. Unemployment rates, by major field of study and educational level, June 1984 30

7. Unemployment rates of 1982 graduates, by province of interview and educational level, June 1984 31

8. Percentage of graduates unemployed at some time between graduation and June/July 1984 and total duration of unemployment, by educational level 32

9. Unemployment rates, excluding graduates from Quebec institutions, by educational level, June 1978 and June 1984 33

10. Graduates in jobs not related to their education, by employment status, sex and educational level, June 1984 44

11. Trade/vocational and college graduates in full-time jobs not related to their education, by sex and field of study, June 1984 45

12. University graduates in full-time jobs not related to their education, by educational level, sex and field of study, June 1984 47

13. Median annual earnings of trade/vocational and college graduates employed full-time in June 1984, by educational level, field of study, sex, province of interview and previous work experience 54

14. Median annual earnings of university graduates employed full-time in June 1984, by educational level, field of study, sex, province of interview and previous work experience 55

15. Most common occupational and industrial groups of trade/vocational graduates employed full-time, June 1984 58

16. Most common occupational groups of trade/vocational graduates employed full-time by major field of study, June 1984 59

17. Most common occupational and industrial groups of college graduates employed full-time, June 1984 60

18. Most common occupational groups of college graduates employed full-time by major field of study, June 1984 61

19. Most common occupational and industrial groups of university graduates employed full-time, by educational level, June 1984 63

20. Most common occupational groups of bachelor's degree recipients employed full-time, by major field of study, June 1984 64

21. Most common occupational groups of master's degree recipients employed full-time, by major field of study, June 1984 65

22. Most common occupational groups of doctoral degree recipients employed full-time, by major field of study, June 1984 66

23. Job satisfaction of trade/vocational and college graduates employed full-time, by major field of study, June 1984 72

24. Job satisfaction of university graduates employed full-time, by educational level and major field of study, June 1984 73

25. Trade/vocational and college graduates enrolled in an educational institution in January 1983, by enrolment status and sex 78

26. University graduates enrolled in an educational institution in January 1983, by enrolment status, educational level and sex 79

27. Type of program university graduates now desire, by educational level 94

28. Source of fee payment for trade/vocational programs 96

29. College graduates who borrowed to finance their education, by field of study and sex 97

30. College graduates who had repayable loans outstanding at graduation, by source of borrowing and sex, 1982 98

31. University graduates who borrowed to finance their education by field of study and sex 99

32. University graduates who had repayable loans outstanding at graduation, by source of borrowing and sex, 1982 100

33. Migration of graduates in the period between the 12 months before enrolling and June/July 1984, by province and educational level 106

LIST OF CHARTS

1. Labour force status, by sex and educational level, June 1984 — 20
2. Graduates in the labour force employed full-time, by marital status, sex and educational level, June 1984 — 21
3. Graduates in the labour force who were employed full-time, by dependent children, age group, sex and educational level, June 1984 — 23
4. Reasons for part-time work, by educational level, June 1984 — 27
5. Reason for not working and not looking for work, by educational level, June 1984 — 35
6. College graduates rating the importance of the match between field of study and job, by sex — 39
7. College graduates rating the match between field of study and job as "very important", by field of study — 39
8. University graduates rating the importance of the match between field of study and job, by sex — 40
9. University graduates rating the match between field of study and job as "very important", by field of study — 41
10. Graduates in jobs not related to their education, by type of employment status and educational level, June 1984 — 41
11. Trade/vocational graduates employed full-time needing their program to obtain job, June 1984 — 43
12. Graduates employed full-time who were in jobs requiring less than their education, by educational level, June 1984 — 49
13. Median annual earnings of 1982 graduates employed full-time in June 1984, by previous work experience and educational level — 53
14. Job satisfaction of graduates employed full-time, by educational level and sex, June 1984 — 68
15. Job satisfaction by salary range, graduates employed full-time, by educational level, June 1984 — 69
16. Job satisfaction of graduates employed full-time, by relationship of job to education and educational level, June 1984 — 70

17. Job satisfaction of graduates employed full-time, by educational level and requirement of job, June 1984 70

18. Job satisfaction of graduates employed full-time, by salary, relationship of job to education and educational level, June 1984 71

19. Job satisfaction of graduates, by employment status and educational level, June 1984 74

20. Job satisfaction of graduates employed part-time, by relationship of job to education and educational level, June 1984 75

21. Job satisfaction of graduates employed part-time, by educational level and sex, June 1984 75

22. Percent of graduates obtaining additional degree, diploma or certificate after the 1982 graduation, by educational level and sex 80

23. Importance of reasons for enrolling, college and university graduates 82

24. Extent to which program provided various types of benefits, college and university graduates 85

25. Program choice of graduates in retrospect, by educational level 88

26. Graduates who would take the same program, by labour force status and educational level, June 1984 90

27. Employed graduates who would take the same program, by relationship of job to education and educational level, June 1984 91

28. Graduates who would take a different program, by type of program now desired and educational level 93

29. Total indebtedness of college borrowers at graduation 98

30. Total indebtedness of university borrowers at graduation 101

31. Interprovincial movement of graduates (Net percentage change between the 12 months before enrolling and June 1984), by educational level 107

LIST OF APPENDICES

A-1. Explanation of tables in Appendix A

A-2. Provincial comparison of labour market outcomes for trade/vocational graduates

A-3. Provincial comparison of labour market outcomes for college graduates

A-4. Provincial comparison of labour market outcomes for university graduates

B-1. Provincial comparison of the attitudes of college graduates toward their education, by province of study

B-2. Provincial comparison of the attitudes of university graduates toward their education, by province of study

C-1. Financing an education by province of study and educational level

D-1. Trade/vocational graduates, by field of study and sex

D-2. College graduates by field of study and sex

D-3. Bachelor's graduates, by field of study and sex

D-4. Master's graduates, by field of study and sex

D-5. Doctoral graduates, by field of study and sex

E-1. Percentage of trade/vocational and college graduates in the labour force who were employed full-time, by field of study and sex, June 1984

E-2. Percentage of university graduates in the labour force who were employed full-time, by field of study, educational level and sex, June 1984

F-1. College graduates in full-time jobs requiring less than a college diploma or certificate, by field of study and sex, June 1984

F-2. University graduates in full-time jobs requiring less than a university degree, diploma or certificate, by field of study, educational level and sex, June 1984

G-1. Characteristics of graduates by educational level

H-1. Total graduates, sample sizes and usable responses, by province and educational level

ACKNOWLEDGEMENTS

This publication was prepared under the direction of Mr. Gilles Jasmin, Chief, Educational Statistics Analysis Section, Department of the Secretary of State and Ms. Susan D'Antoni, Chief, Projections and Analysis Section, Education, Culture and Tourism Division, Statistics Canada.

It is impossible to fully acknowledge those who played the most important role in the production of this report - the suppliers and collectors of the basic data. We would, however, like to recognize the staff members of Special Surveys Group; Health, Education, Science and Culture Survey Methods; the Projections and Analysis Section of Statistics Canada; and Educational Statistics Analysis of Secretary of State.

A number of individuals reviewed the draft manuscript and provided valuable criticism and suggestions: Professor Michael L. Skolnik, Ontario Institute for Studies in Education; Professor Pierre Dandurand, Université de Montréal; Ms. Susan Crompton, Ms. M.S. Devereaux, Mr. Robin Dunn, Mr. Doug Lynd, Mr. Allan Macdonell, Mr. Dave Paton, Mr. Garnett Picot, Mr. Phil Stevens, Mr. R. Veevers, Dr. Max von Zur-Muehlen, Mr. Ed Wicks of Statistics Canada; Mrs. Sheila Klein and Mr. Yigal Messeri of Employment and Immigration Canada; and Mr. Nigel Chippindale and Ms. Madeline Kallio of the Department of the Secretary of State.

While we recognize our great indebtedness to those who contributed to this project, we alone are responsible for any errors in the report.

Warren Clark
Margaret Laing
Edith Rechnitzer

INTRODUCTION

Education serves many diverse needs. For some, it may provide intellectual growth and stimulation; for others, it may offer an opportunity to broaden their social and communication skills; and for yet others, it may serve as a vehicle into a specific occupation. Regardless of the predominant goal which prompts a student to select a specific course of study, the majority of graduates will eventually enter the labour market. This transition to stable employment may be complicated by a variety of factors such as periods of unemployment, underemployment and lengthy job searches. Similarly, technological change may result in job loss and the need for either retraining or upgrading of existing skills and knowledge.

The relationship between education and employment is of increasing concern to governments, educators and students. One of the basic questions to be answered is how can education (which serves many functions) also prepare students for employment, given that the structure of our economy and the demands of our labour market are constantly evolving. A first requirement for answering such a question is better information on the relationship between education and employment. While large sums of money are spent on education, little is known about the labour market success of graduates of higher education and skill training programs.

One approach to rectifying such a deficiency is to study what happens in the first two years after completion of education or training. These are critical formative years that for many young people establish the direction of a career, and reinforce through work experience the skills and knowledge acquired through formal learning. Conversely, negative labour market experiences at this stage may mean that the benefits of education are at least partly lost, or skills become rusty and disillusionment sets in.

The importance of gathering information on the initial experiences of postsecondary graduates was recognized nearly a decade ago when Statistics Canada undertook a study of postsecondary graduates. That study was conducted in 1978 and involved a survey of college and university students some two years after graduation. In providing the first Canadian data of this kind, it offered a valuable "snapshot" of one group of graduates at one point in their careers, but it clearly needed to be updated and extended.

Consequently, in 1984 a second survey was undertaken by the Department of the Secretary of State in collaboration with Statistics Canada and Employment and Immigration Canada. Students who had graduated in 1982 were surveyed with regard to their education and labour market experiences two years after completion of their studies. In addition to university and college graduates, an important new element was added to the 1984 survey with the inclusion of trade/vocational graduates.

Survey objectives

The National Graduates Survey was designed to meet the following objectives:

1) to monitor the experiences of trade/vocational, college and university graduates in the transition from school to work;

2) to provide information required by analysts developing occupational supply and demand projection models, and conducting related studies of supply and demand imbalances in the labour market;

3) to assess the graduates' level of satisfaction in a number of areas;

4) to determine the extent to which employment is related to field of study;

5) to compare the employment experiences of 1976 and 1982 graduates;[1]

---

[1]The surveys are not identical. One major difference is that Quebec did not participate in the 1978 survey.

6) to determine to what extent the retraining of persons with considerable work experience has become a major activity, and to assess if the retraining results in a career change and related employment;

7) to determine the amount and direction of interprovincial movement of graduates.

Methodology

The target population included all university, college and trade/vocational graduates who had completed a program in 1982, although the questionnaire was administered only to those graduates who were still living in Canada at the time of the survey in June/July 1984. Graduates from university transfer programs offered by colleges and technical schools were not included. The survey was designed to ensure reliable results by field of study, educational level and province of study.

The questionnaires administered to the university/college and trade/vocational respondents were not identical.[1] Two major differences should be noted: data on parental educational levels were collected only for trade/vocational graduates; and information about reasons for enrolling and about course content was gathered only for university/college graduates. Other minor differences (usually in question wording) are identified in the text when relevant to the analysis.

Interviews were conducted by telephone from the regional offices of Statistics Canada in June/July 1984. Out of a national sample of 49,150 graduates, 35,717 or 73% provided usable responses. These responses were weighted[2] up to a total of 209,336 graduates who represented the population of 1982 trade/vocational, college and university graduates still living in Canada in June/July 1984. The data in this publication are based on the

[1] See Appendices I and J.
[2] See Appendix H for an explanation of weighting.

weighted sample numbers and will differ from those in other Statistics Canada publications, which are based on administrative counts[1].

Key issues

The survey covered the period beginning with graduation in 1982 and ending in June/July 1984. Such variables as labour force status, earnings, total duration of unemployment, relationship of job to education, the match between job requirements and educational qualifications, job satisfaction, reasons for not entering the labour force, geographical migration, education financing and attitudes toward educational programs were included in the survey. The responses yielded a rich source of data from which to draw conclusions about the labour market experiences of new postsecondary and trade/vocational graduates.

Use of the Report

This report provides an overview of selected findings of the 1984 National Graduates Survey. Given the range of the topics covered and the complexity of the data, it was impossible to address each theme in detail. It is hoped, however, that researchers, policy analysts, educators and students will find that sufficient information has been provided to address major issues pertaining to the match between education and employment as it existed between 1982 to 1984. In addition, it is hoped that the information presented in the report will prompt further research on the data.

One caveat to the use of the data in this report should be observed: the report is not intended to serve as a career planning guide. Since the survey was conducted at one point in time, the labour market outcomes described pertain only to the period covered by the survey.

---

[1] A more detailed description of the methodology is contained in Appendix H. A documentation package accompanying the public micro data release tape is available from the Postsecondary Statistics Section, Education, Culture and Tourism Division, Statistics Canada.

Organization of the Report

With the exception of unemployment rates and geographic mobility patterns, the results are presented at the national level in the main body of the report. Provincial data are included in the appendices. Where appropriate, findings from the three educational levels are discussed separately within each chapter.

The report begins with a summary of the highlights. Chapter 1 provides a brief description of the three levels of education represented by these graduates. Chapters 2 to 7 focus on employment-related topics. Chapters 8 to 11 cover educational issues. Chapter 12 examines the geographical mobility patterns of graduates.

The appendices include detailed tables by province, field of study, full-time employment and the match between educational qualifications and job requirements. In addition, a profile of the graduates and a description of the methodology are presented. For further reference, the questionnaires used in the survey and a bibliography are included.

Terminology

A glossary is included at the end of the report. Readers should particularly note the following use of terms: three types of university graduates are referred to throughout the report - bachelor's, master's and doctorate. The term bachelor's covers bachelor's and first professional degrees as well as undergraduate diplomas and certificates. Master's refers to master's degrees or graduate diplomas or certificates. Doctorate includes doctoral degrees in all fields, excluding degrees defined as first professional such as doctor of medicine or divinity. While synonyms such as bachelor's degree, master's qualification and PhD have been used throughout the report, they should be interpreted in the same manner as the terms defined above.

HIGHLIGHTS

As the 1982 graduates of trade/vocational, college and university programs moved into the labour market, their experiences differed in a number of ways. The following highlights indicate some of the variation among these graduates. The findings clearly underscore the fact that qualification level was an important determinant of employment outcome: generally, the higher the educational level, the better the labour market experiences.

All highlights refer to June 1984.

EMPLOYMENT (Chapter 3)

- 64% of trade/vocational and 80% of both college and university graduates who were in the labour force were employed full-time
- among university graduates who were in the labour force, 79% of bachelor's, 85% of master's and 88% of doctorates had full-time jobs
- at all educational levels, a higher proportion of men than women worked full-time
- 11% of trade/vocational graduates and 10% of college graduates who were in the labour force were employed part-time
- among university graduates who were in the labour force, 11% of bachelor's, 7% of master's and 5% of doctorates were employed part-time
- women were twice as likely as men to work part-time; the major reason for part-time work for both sexes was an inability to obtain full-time employment

UNEMPLOYMENT (Chapter 3)

- the unemployment rate was 26% for trade/vocational graduates and 10% for college graduates
- among university graduates in the labour force, the unemployment rate stood at 10% for bachelor's, 8% for master's and 7% for doctorates

RELATIONSHIP BETWEEN JOB AND EDUCATION (Chapter 4)

- of those graduates employed full-time, the higher the educational level, the less likely it was that they would have jobs not related to their field of study

- 36% of trade/vocational, 15% of college, 17% of bachelor's, 9% of master's and 4% of doctorates employed full-time were in jobs not related to their field of study

QUALIFICATIONS REQUIRED FOR THE JOB (Chapter 4)

- 70% of trade/vocational graduates in a full-time job reported that they did not require their educational program to qualify for that job

- 35% of college graduates employed full-time were in jobs that did not require a college education; a larger proportion of men than women had higher qualification levels than the job required

- among university graduates employed full-time, 29% of bachelor's, 12% of master's and 3% of doctorates had full-time jobs that did not require a university education; differences between the sexes were minimal

EARNINGS (Chapter 5)

- estimated median annual earnings of those employed full-time in 1984 was $15,000 for trade/vocational graduates and $18,000 for college graduates

- graduates with bachelor's degrees reported median earnings of $23,000, those with master's $32,000 and those with doctorates $34,000

SATISFACTION WITH EDUCATIONAL PROGRAM (Chapter 10)

- 62% of trade/vocational graduates, 64% of college graduates and 72% of university graduates would enrol in the same educational program again

- at the trade/vocational and college levels, a higher proportion of women than men were satisfied with their programs; at the university level, women were less likely than men to be satisfied with the education they had received

- graduates in full-time jobs which were related to their education were more likely to be satisfied with their education than those in unrelated jobs

CHAPTER 1

EDUCATIONAL PROGRAMS

The trade/vocational, college and university education programs vary from province to province. Keeping this diversity in mind, this chapter summarizes the goals common to postsecondary and trade/vocational institutions across Canada attended by the graduates surveyed.

Trade/vocational programs

Trade/vocational programs covered by this survey provided their students with specific occupational skills. Most programs did not require a secondary diploma as a prerequisite, and over one-third of the 1982 trade/vocational graduates had not completed high school. All programs were at least three months long and were given in a variety of institutions including community colleges, vocational schools, secondary schools and technical institutes and colleges.

Many trade-vocational graduates had been sponsored by Employment and Immigration Canada: their places were purchased by Employment and Immigration Canada and they also received either Unemployment Insurance or a training allowance. Almost two-thirds of the trade-vocational graduates in this survey had been federally sponsored in this fashion. For those in this group, unemployment prior to enrollment was more frequent, and of longer duration, than for non-federally sponsored trainees.

Colleges

Community colleges are postsecondary non-degree granting institutions. The generic term "community college", as used here, also refers to such institutions as CEGEPs, hospital schools of nursing, institutes of technology, agricultural colleges, schools of art and schools for specialized technical fields. They prepare students for direct entry into the labour force at a technical, mid-managerial or professional assistant level in fields such as engineering, health sciences, business, social service and arts. A high school diploma is generally required for admission. The length of time needed to complete a program varies from one to four years, depending on the field of study. Students completing one-year programs earn a certificate; those finishing longer programs are usually granted a diploma.

All college respondents in this survey were graduates of the semi-professional career-oriented programs; graduates from university transfer programs were not included.

Universities

Universities are institutions of higher learning. Three levels of degrees are granted: the bachelor's, the master's and the doctoral degree. Admission to university generally requires a secondary school diploma; however, adult learners may be admitted without one. Although universities are primarily degree-granting institutions, they also grant certificates and diplomas. These programs are usually offered in highly specialized fields, such as public health nursing. Certificates and diplomas are offered at the undergraduate and graduate level.

The Class of 1982

Students graduating in 1982 from postsecondary institutions and trade/vocational schools, and who still lived in Canada in June 1984, numbered 209,336. Almost half of them had earned a university qualification; one-quarter had a college diploma or certificate; and the remainder had trade/vocational qualifications. More than half the graduates were women, but men outnumbered women at the trade/vocational, master's and doctoral level (Table 1).

Table 1. Graduates by educational level

Educational level	Men	Women	Total [1]
Trade/vocational	30,960	23,851	55,784
College	22,466	30,929	54,081
Total university	48,179	50,137	99,471
Bachelor's	40,418	44,920	86,331
Master's	7,052	4,928	12,125
Doctorate	709	289	1,015
Grand total	101,605	104,917	209,336

[1]Totals include respondents with sex unreported.

Source: National Graduates Survey, June/July 1984.

Graduates of trade/vocational schools were concentrated in a limited number of fields. About three-quarters of the men had graduated with qualifications in engineering and applied sciences; over half of the women had studied business and commerce.

College graduates were more widely dispersed across fields of study than their trade/vocational counterparts. Two fields accounted for over half the male graduates - engineering and applied sciences (48%) and business (22%). The most common fields for women were business (36%) and health sciences (28%).

The three most popular fields among men graduating with bachelor's degrees were social sciences (23%), business (17%) and engineering (17%). Almost two-thirds of the women were concentrated in three fields of study: education (25%), the social sciences (24%) and the humanities (16%).

At the master's level, the three leading fields for men were business (28%), education (19%) and social sciences (17%). The largest proportion of women studied education (28%), followed by social sciences (20%) and the humanities (19%).

Social science (19%) and mathematics and physical sciences (17%) were the two most common fields for male doctoral graduates. Most of the women received their doctorates in the social sciences (28%), education (23%) and the humanities (17%).

CHAPTER 2

EDUCATIONAL BACKGROUND AND PREVIOUS LABOUR MARKET EXPERIENCE

This chapter outlines the educational background of the graduates before they enrolled in their programs. It also summarizes the work history of trade/vocational students before they enrolled in their programs and that of university and college students before graduation.[1]

Trade/vocational

When they enrolled in the program, half the trade/vocational graduates listed high school completion as their highest level of education; just over one-third -- 36% -- did not have a high school diploma, about 2% held university degrees and 3% had completed college; the remainder (9%) had some postsecondary education. Women tended to have a higher level of education than men.

Before enrolling, close to half of the trade/vocational graduates were working. About equal numbers of them -- one-fifth -- were either looking for work or attending school.

A much smaller proportion of women than men — 55% compared to 81% - were in the labour force (either working or looking for a job). Another one-quarter of the women were going to school, and about one-fifth listed

[1]The findings in this chapter are based on questions 14, 15, 16 and 22 of the trade/vocational questionnaire and on questions 15, 16, 17, 22 and 23 of the university/college questionnaire.

household responsibilities as their major activity. In contrast, a smaller proportion of the men -- less than one-fifth -- were in school, and virtually none reported household activities.

About one-quarter of trade/vocational graduates had never had a full-time job before enrolling; women were twice as likely as men to lack full-time work experience. Slightly less than one-quarter of the men, and fewer than one-fifth of the women, had worked for seven or more years.

College

Three-quarters of college graduates had completed high school before entering their program. Another 3% already had a college diploma and the same percentage had an undergraduate degree, diploma or certificate.

For more than half of the graduates -- 58% of men and 65% of women -- attending school was the major activity during the twelve months before enrolling in their college program. A higher proportion of male than female graduates had been members of the labour force -- 41% compared to 29%. Four percent of the women had household responsibilities as their major activity prior to enrollment.

About two-thirds of the graduates had never worked full-time before graduating. This was true for a higher proportion of women (69%) than men (58%).

University

Bachelor's

In Quebec, most university entrants must complete the two-year academic program in a collège d'enseignement général et professionnel (CEGEP). Thus the highest level of education before enrolling for nearly three-quarters of Quebec undergraduates was college, while for 4% it was secondary school.

In the other provinces, 5% had completed college, while 67% had a high school diploma as their highest qualification.

Before enrolling in a bachelor's program, about 12% of the 1982 bachelor's graduates already had a bachelor's degree, and 1% had a master's.

For two-thirds of the bachelor's graduates, attending school was the major activity during the twelve months before enrolling in their program; for another 30%, it was work or looking for work. Whereas 4% of the women reported household responsibilities as their major activity prior to enrollment, virtually no men listed themselves in this category.

Almost six in ten graduates had never worked full-time before leaving university. The most common occupations of those who had worked full-time before graduation were teaching (22%) and clerical (21%).

Master's

Before starting their program, 6% of the master's degree recipients already had a master's, 86% had a bachelor's or first professional degree, and 1% had a PhD.

During the twelve months prior to enrolling, the major activity for more than half of the master's graduates was working or looking for work; for another one-third, it was school attendance. About 5% of the women reported household activities compared to almost none of the men.

One-third of those who had held full-time jobs before graduating were teachers. And although 29% of master's graduates had never had a full-time job, an almost equal proportion of them had seven or more years' experience of full-time work.

Doctorate

About 1% of PhDs already had a doctorate when they entered their program. Another 12% had a bachelor's or first professional degree as their highest degree and 84% had a master's.

During the twelve months before enrolling in their program, the major activity of close to three-fifth (59%) of PhDs was attending school; another 38% were working or looking for work. About 5% of the women and 1% of the men were in the household sector.

About one-third of doctoral degree recipients had never worked full-time; a higher proportion of men than women -- 37% compared to 31% - lacked such experience. One-quarter of women who earned PhDs in 1982, but only one-fifth of the men, had seven or more years of full-time work experience. Of the two-thirds of doctoral graduates who had worked full-time before enrolling in their program, the largest proportion (41%) had been teaching.

CHAPTER 3

LABOUR FORCE STATUS

Leaving school and joining the work force may be a jarring experience. To monitor this transition, the graduates of 1982 were asked about their work experiences after graduating.

They described their labour force status in the last week of January 1983, the last week of October 1983, and the week of May 27 to June 3, 1984. For each of these weeks, they said whether they were: working either full-time or part-time; not working but looking for a job; not working but having obtained a full-time job to start in the future; neither working nor looking for a job, i.e., not in the labour force. For June 1984, they also explained why they were working part-time or why they were not in the labour force. They were also asked if, and for how long, they had been unemployed during the two years since graduation.[1]

By January 1983, the majority of graduates had found jobs. Generally speaking, the higher their level of education, the more likely it was that

[1]Graduates were asked about their labour force status in January 1983 (questions 28 to 35), in October 1983 (questions 36 to 43), and in June 1984 (questions 54 to 59 for trade/vocational and 55 to 60 for university/college). Graduates who were not in the labour force were asked why they were not working and not looking for work (question 60 for trade/vocational and question 61 for university/college). Graduates were also asked why they were working part-time in June 1984 (question 62 for trade/vocational and question 63 for university/college).

they would be working full-time (the exception was bachelor's graduates). The highest proportion of unemployed was among those with trade/vocational qualifications -- about one-third. One in five university graduates were not in the labour force at all, mostly because they were continuing their studies full-time (Table 2).

By June 1984, an even greater proportion of graduates were working full-time (Table 2). Although the number of full-time workers increased in the nine months between October 1983 and June 1984, the number of unemployed also grew. This rise in unemployment occurred mainly because 1982 graduates who had not been in the labour force in October 1983 had entered it by the following June.

Patterns of employment differed greatly between the sexes. Women were less likely than men to be employed full-time in June 1984; a greater proportion of them had part-time jobs or were not members of the labour force (Chart 1).

Two years after graduation, most graduates had a full-time job, some had found part-time work, and some were still unemployed after looking for several months. Others were not in the labour market because they had decided to pursue their studies or because of personal or family responsibilities. The following sections provide a brief examination of their labour market experiences between graduation and June 1984.

Working full-time

By June 1984, the majority of graduates had found full-time work (30 or more hours of work per week). The percentage of graduates working full-time, as a proportion of the graduates in the labor force, varied by educational level, marital status, presence of dependent children and by field of study.

At all educational levels, a higher percentage of men than women graduates in the labour force worked full-time in June 1984. Trade/vocational graduates were less likely to have found full-time employment than their college or university counterparts. Among university graduates, the

Table 2. Labour force status of trade/vocational, college and university graduates, January 1983, October 1983, and June 1984

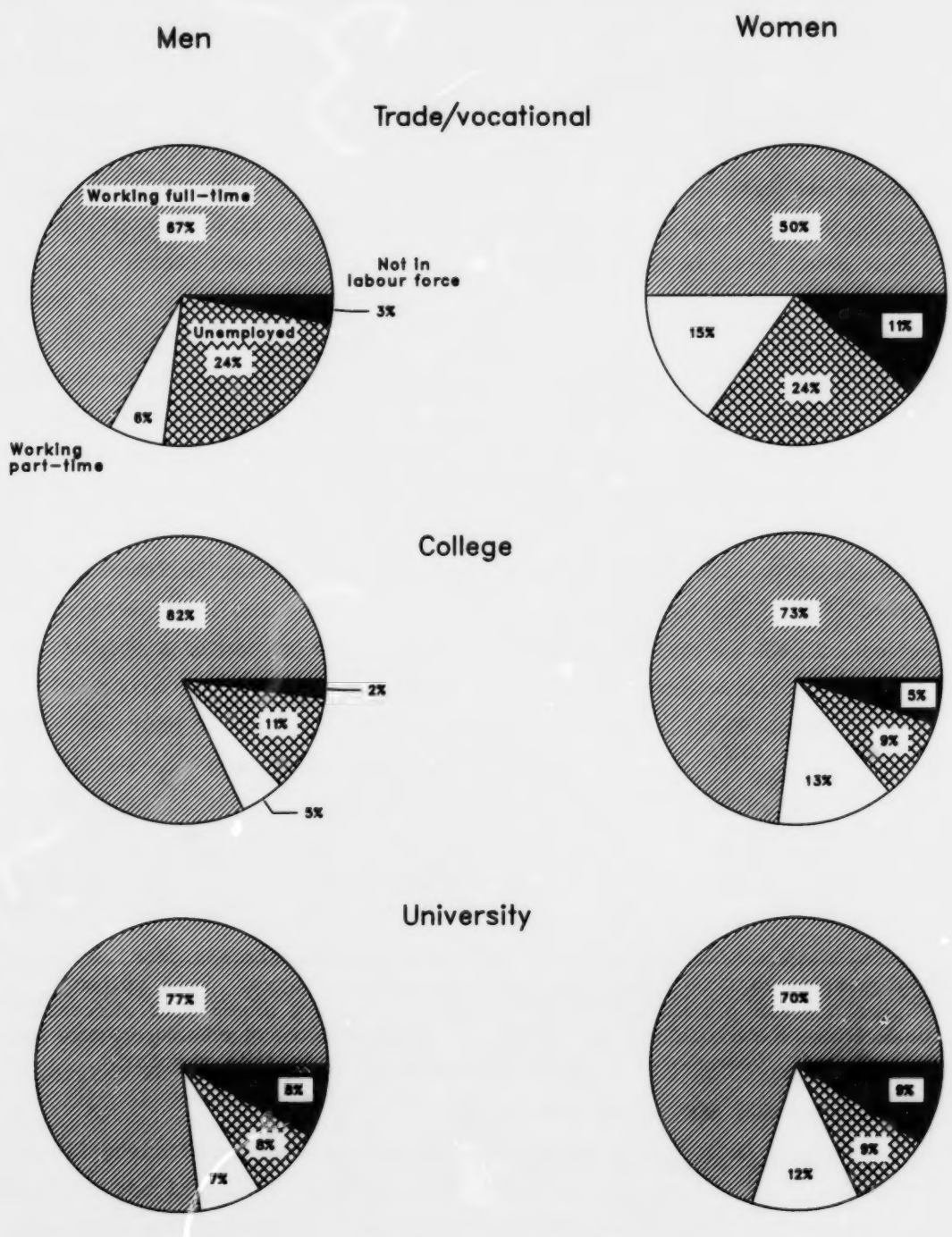
	Employed		Unemployed[1]	Not in the labour force[2]	Graduates reporting labour force status
	Full-time	Part-time			
	(percent)				
Trade/vocational					
January 1983	45	11	33	10	100
October 1983	57	11	24	8	100
June 1984	60	10	24	6	100
College					
January 1983	61	14	15	10	100
October 1983	71	12	9	8	100
June 1984	77	10	10	4	100
University					
January 1983	58	14	9	19	100
October 1983	64	13	7	16	100
June 1984	73	9	9	8	100
Bachelor's					
January 1983	56	15	9	20	100
October 1983	63	13	8	16	100
June 1984	73	10	9	8	100
Master's					
January 1983	72	10	5	13	100
October 1983	73	10	5	12	100
June 1984	76	6	7	10	100
Doctorate					
January 1983	82	5	5	7	100
October 1983	84	5	5	7	100
June 1984	85	4	7	4	100

[1]The numbers in this column are not unemployment rates. This column represents the percentage of all graduates who are unemployed whereas an unemployment rate is the percentage of graduates in the labour force who are unemployed. Unemployment rates are shown later in this chapter.

[2]Not working and not looking for a job.

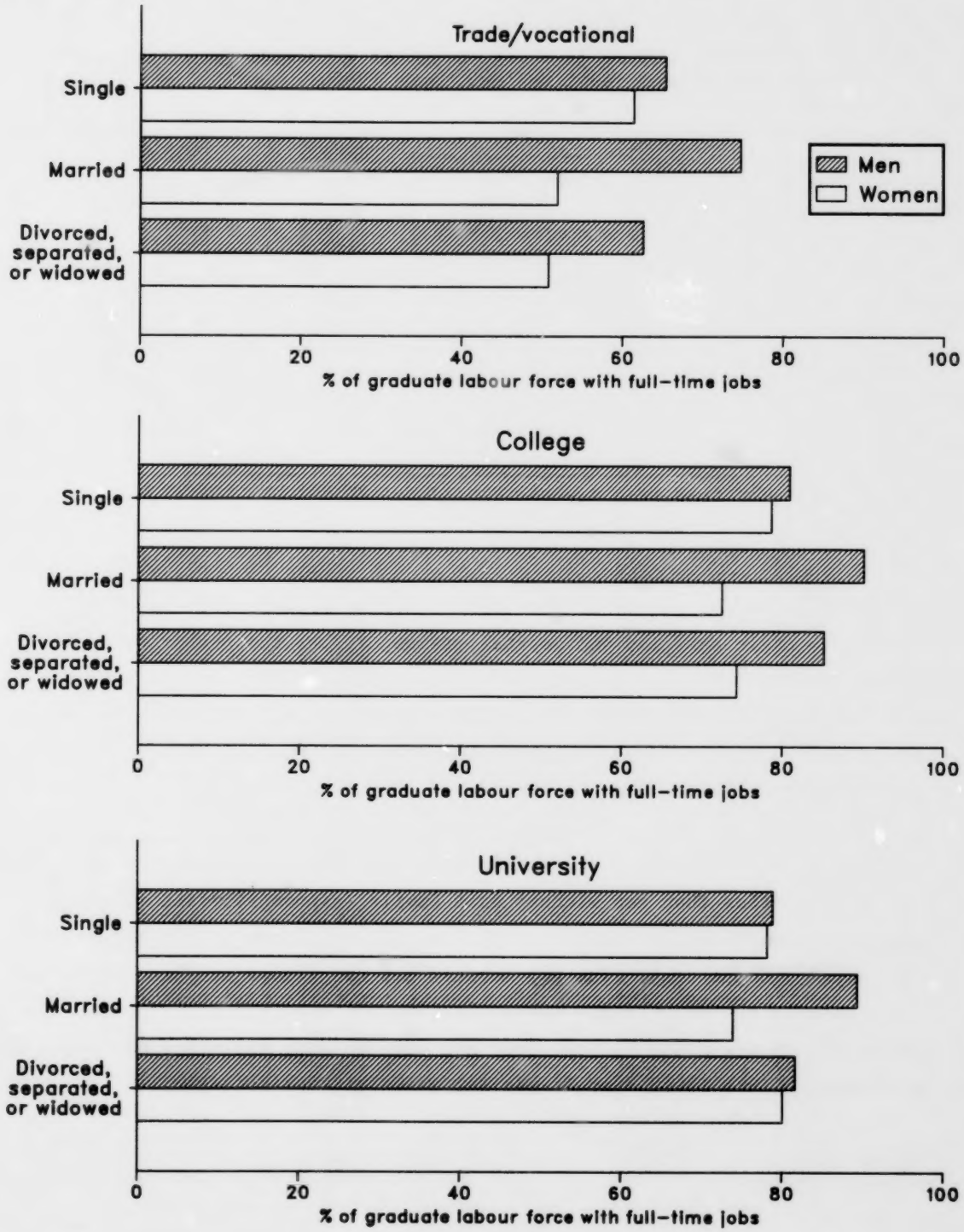
Source: National Graduates Survey, June/July 1984.

Chart 1
Labour force status, by sex and educational level, June 1984



Source: National Graduates Survey, June/July 1984.

Chart 2
Graduates in the labour force employed full-time, by marital status, sex and educational level, June 1984



Source: National Graduates Survey, June/July 1984

likelihood that an individual had found a full-time job increased with his or her educational qualifications (Table 3).

Table 3. Full-time workers as a percentage of graduates in the labour force, by educational level and sex, June 1984

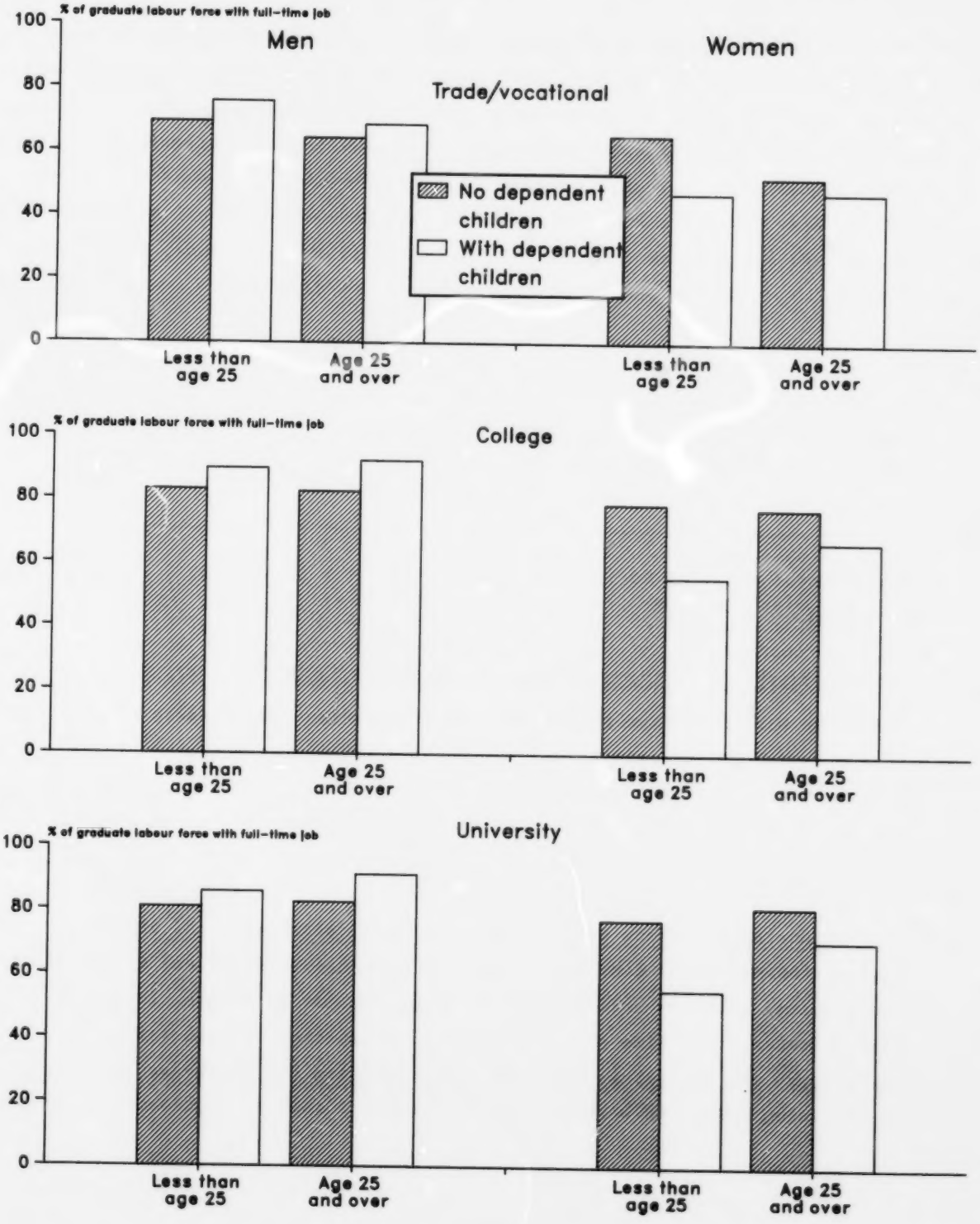
	Men	Women	Total
		(percent)	
Trade/vocational	69	56	64
College	84	77	80
University	83	77	80
Bachelor's	82	76	79
Master's	89	80	85
Doctorate	89	85	88

Source: National Graduates Survey, June/July 1984.

Whether or not graduates had full-time jobs in June 1984 was found to be related to their sex, age and marital status, and to the number of dependent children that they had. Regardless of their age, married men at all educational levels were more likely to be employed full-time than unmarried men. Married women in the labour force were less likely than single women to be working full-time (Chart 2).

Men in the labour force with dependent children were slightly more likely to work full-time than men without such family responsibilities (Chart 3). A much smaller percentage of women with dependent children had full-time jobs than women without them. The gap between the two groups of women was most noticeable in the younger age categories: in the under-25 age bracket, the percentage of women who had children and were working full-time was about 20 percentage points lower than it was for women without children.

Chart 3
Graduates in the labour force who were employed full-time, by dependent children, age group, sex, and educational level, June 1984



Source: National Graduates Survey, June/July 1984

Trade/vocational

The trade/vocational graduates most successful at finding full-time jobs were from the legal secretary (88%), machinist (81%) and commercial and promotional arts (78%) programs (Appendix E). Graduates from creative and design art had the greatest difficulty -- 40% of those who were in the labour force worked full-time in June 1984.

College

Almost all college graduates of the legal secretary and machinist programs -- 96% of graduates from these two fields of study who were in the labour force -- were working full-time in June 1984. In contrast, 45% of those in the labour force who had studied fine arts were working full-time (Appendix E).

University

The university graduates with the highest success rate for getting full-time work came from programs in dental studies and research (95% of those in the labour force), electrical engineering (93%), mechanical engineering, rehabilitation medicine and computer science (91%). Fine and applied arts and household science graduates had the most difficulty, with 66% of those who were in the labour force working full-time (Appendix E).

Graduates of health professions, business, management and commerce, engineering and applied sciences, general arts and science, and mathematics and physical sciences enjoyed above-average success in finding full-time jobs. Graduates of fine and applied arts, humanities, social sciences, agriculture and biological sciences, and education had below-average success in obtaining full-time work.

Comparison of 1976 and 1982 graduates

The first National Graduates Survey was conducted in June 1978, when 1976 college and university graduates (excluding those who studied in Quebec) were asked about their work experiences during the two years following graduation. Table 4 compares the percentage of 1976 graduates in the labour force working full-time to those who finished school six years later. At both the college and bachelor's levels, a smaller proportion of the 1982 graduates were working full-time two years after graduating. The proportions were almost the same at the master's and doctoral levels for both sets of graduates.

Table 4. Full-time workers as a percentage of graduates in the labour force, excluding graduates from Québec institutions, by educational level, June 1978 and June 1984

	June 1978 % of graduate labour force working full-time 2 years after graduation[1]	June 1984 % of graduate labour force working full-time 2 years after graduation[2]
	(percent)	
College	87	82
University	86	81
Bachelor's	86	80
Master's	88	86
Doctorate	90	88

[1]1978 National Graduates Survey of 1976 college and university graduates. Graduates from Quebec were not surveyed as Quebec institutions did not participate.

[2]1984 National Graduates Survey of 1982 trade/vocational, college and university graduates. Graduates from Quebec institutions were not included in these percentages to permit comparison with the 1978 survey.

Working part-time

In June 1984, about one in ten 1982 graduates at all levels had part-time jobs (less than 30 hours of work per week), although the proportions were not as high for master's and doctoral graduates (Table 5).

Table 5. Part-time workers as a percentage of graduates in the labour force, by educational level and sex, June 1984

	Men	Women	Total
		(percent)	
Trade/vocational	7	17	11
College	6	13	10
University	7	13	10
Bachelor's	8	13	11
Master's	5	11	7
Doctorate	4	6	5

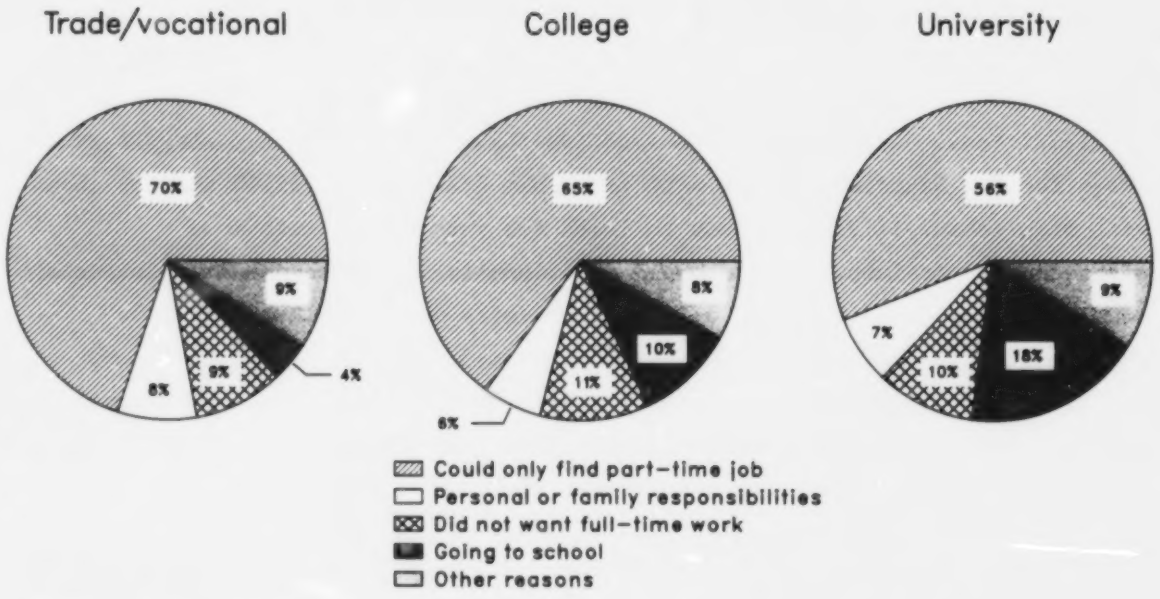
Source: National Graduates Survey, June/July 1984

Reasons for working part-time

The majority of graduates worked part-time because they could not find full-time jobs (Chart 4). This was the reason given most frequently by both men and women at all educational levels. However, among university graduates, 26% of the men and 13% of women were working part-time because they were going to school. About 4% of both men and women at the trade/vocational level, 16% of the college men and 8% of the college women combined part-time work with school attendance. Very few men cited personal or family responsibilities as the reason for their decision to work part-time, but 12% of trade/vocational, 8% of college and 11% of university women did.

Chart 4

Reasons for part-time work, by educational level, June 1984



Source: National Graduates Survey, June/July 1984.

Unemployment[1]

The unemployment rate indicates job-seekers' lack of success in finding work[2]. The unemployment rate for all Canadians in the labour force in June 1984 was 10.7%. Unemployment is traditionally higher among the young: it was slightly higher than the national average -- 10.9% -- for those aged 25 to 34, but considerably higher -- 17.0% -- for 15-to-24-year-olds[3].

Unemployment rates drop the higher the job-seekers' educational qualifications. According to the June 1984 Labour Force Survey, unemployment rates for all Canadian workers with less than Grade 9 were 12.0% and for those with high school 11.9%. It rose to 12.8% for job-seekers with some postsecondary training, then dropped considerably for postsecondary diploma or certificate holders (8.2%) as well as university degree holders (5.7%)[4].

The unemployment rates for the 1982 graduates in June 1984, as derived from the National Graduates Survey, also reflected lower unemployment among those with higher educational qualifications. The rates were 26% for trade/vocational, 10% for college, 10% for bachelor's, 8% for master's and 7% for doctoral graduates. The rates for men and those for women differed by less than two percentage points at all qualification levels.

---

[1]Unemployment rates shown in this section differ from the percentages shown in Table 2. This is because unemployment rates measure the percentage of graduates in the labour force who were unemployed, whereas Table 2 shows the percentage of all graduates who were unemployed.

[2]The unemployment rate represents the number of graduates not working but looking for a job as a percentage of graduates in the labour force. Graduates who had accepted a full-time job to start in the future are included with the unemployed in the National Graduates Survey.

[3]The Labour Force Survey asks different and more precise questions than the National Graduates Survey to determine labour force characteristics. In general, unemployment rates from the two surveys are comparable; however, the Labour Force Survey does not identify trade/vocational graduates as a separate group. Statistics Canada, The Labour Force, June 1984, Catalogue 71-001, (Ottawa, 1984), p. 26.

[4]Ibid, p. 35.

The unemployment rate for trade/vocational graduates in June 1984 was much higher than the unemployment rates for the 15 to 24 and 25 to 34 year-olds in the total Canadian population at the same time. However, many of the trade-vocational graduates had previously experienced long term unemployment: to illustrate, 45% of them had been unemployed for four months or more during the twelve-month period before they enrolled in their trade/vocational program. The comparatively high unemployment rate of trade/vocational graduates two years after graduation - 26% - should therefore be seen in perspective: before enrolling, less than half of them (49%) were working; by June 1984, 70% had found a job.

Unemployment rates by major field of study

The discipline that graduates had studied was found to be related to their success in the labour market. At all educational levels, graduates from the health-related fields had the lowest unemployment rates (Table 6).

Provincial unemployment rates

Generally speaking, unemployment was lowest in the Prairie provinces. At the trade/vocational level, unemployment rates ranged from 10% in Manitoba to 37% in Newfoundland. College unemployment rates varied from 5% in Saskatchewan to 16% in Prince Edward Island, while those for university graduates fluctuated from 7% in the Prairies to 16% in Nova Scotia (Table 7).

Table 6. Unemployment rates, by major field of study and educational level, June 1984

Major field of study	Trade/ vocational	College
	(percent)	
Total	26	10
Arts	29	15
Business and commerce	28	10
Engineering and applied science	25	12
Health sciences and related	10*	6
Humanities and related	--	17*
Natural sciences and primary industries	27	11
Social sciences and services	28*	11

Major field of study	Bachelor's	Master's	Doctorate	Total University
		(percent)		
Total	10	8	7	10
Agricultural and biological sciences	14	12*	8	14
Business, management, and commerce	8	7	--	8
Education	9	4	--	8
Engineering and applied science	10	8*	--	10
Fine and applied arts	11*	20*	--	11*
Health professions	5*	6*	--	5*
Humanities	12	11	11	12
Mathematics and physical sciences	9	--	8	9
Social sciences	13	11	--	12

Note: See page (ii) for the meaning of symbols used in tables and charts.

Source: National Graduates Survey, June/July 1984.

Table 7. Unemployment rates of 1982 graduates, by province of interview and educational level, June 1984

Province of interview	Trade/ Vocational	College	University
		(percent)	
Canada	26	10	10
Newfoundland	37	14	8
Prince Edward Island	21	16	12
Nova Scotia	25	11	16
New Brunswick	26	13	10
Quebec	35	14	14
Ontario	20	8	8
Manitoba	10	7	7
Saskatchewan	12	5	7
Alberta	17	7	7
British Columbia	23	14	11
Yukon/Northwest Territories	19	--	--

Source: National Graduates Survey, June/July 1984

Total duration of unemployment

Graduates were asked how long they had been unemployed during the period between finishing school and June 1984. They were to report the total length of time, whether they had been jobless for one continuous period or had experienced several bouts of unemployment. The number of graduates who had never been unemployed after graduation was also determined.

Proportionately fewer graduates with higher educational qualifications were unemployed after graduating. Trade/vocational graduates experienced the

greatest difficulty finding jobs. At one time or another after graduation, three-quarters had been unemployed and had spent an average total of ten months looking for work (Table 8).

Table 8. Percentage of graduates unemployed at some time between graduation and June/July 1984 and total duration of unemployment, by educational level

Type of graduate	Percentage of graduates unemployed at some time between graduation and June/July 1984	Average total number of months unemployed[1]
	(percent)	(months)
Trade/vocational	75	10.0
College	57	6.6
University	44	6.8
Bachelor's	46	6.8
Master's	27	6.9
Doctorate	19	7.0

[1]Represents the average total number of months without a job and looking for work between graduation and June 1984. It is not necessarily months of continuous unemployment and may occur over several periods. Excludes graduates who were never unemployed after graduation.

Source: National Graduates Survey, June/July 1984.

About one in five PhDs were unemployed at some time since graduation. All jobless graduates at the college and university level looked for work for an average of almost seven months in total.

As for the graduates who were most likely to be unemployed at some time during the period under study, the duration of unemployment depended on what they had studied and at which educational level they had earned their qualifications. In general, graduates from the health sciences or health professions were the least likely to be unemployed; even those who were unemployed found a job much more quickly than graduates of other programs. At the trade/vocational level, engineering technologies and applied sciences

graduates were the most likely to be unemployed, as 81% had been jobless at some time since they had left school. At the college level, 65% of natural sciences and primary industries graduates were jobless at some point. Among university graduates, those from fine and applied arts programs had more trouble than their colleagues from other fields in finding employment, with 57% unemployed at some time.

Comparison of 1976 and 1982 graduates

When unemployment rates from the 1978 and 1984 surveys are compared, no substantial differences can be observed for bachelor's and master's graduates two years after graduation. However, the unemployment rates for 1982 college and PhD graduates were about two percentage points higher than those for 1976 graduates (Table 9).

Table 9. Unemployment rates, excluding graduates from Québec institutions, by educational level, June 1978 and June 1984

	June 1978 unemployment rate, 2 years after graduation[1]	June 1984 unemployment rate, 2 years after graduation[2]
	(percent)	
College	7	9
University	8	9
Bachelor's	8	9
Master's	6	7
Doctorate	5	7

[1]1978 National Graduates Survey of 1976 college and university graduates. Graduates from Quebec institutions were not surveyed.

[2]1984 National Graduates Survey of 1982 trade/vocational, college and university graduates. Graduates from Quebec institutions were not included in these percentages to permit comparison with the 1978 survey.

Not in the Labour Force[1]

In the 18 months between January 1983 and June 1984, the percentage of graduates outside the labour force steadily shrank. Those who had continued their studies after graduation eventually entered the labour force, accounting for part of this decline. In June 1984, 6% of trade/vocational, 4% of college and 8% of university graduates were outside the labour force.

A higher percentage of women than men were not working and not looking for work at that time. This difference between the sexes was particularly noticeable at the trade/vocational level, where 11% of the women and 3% of the men were not in the labour force.

Reasons for not working and not looking for work

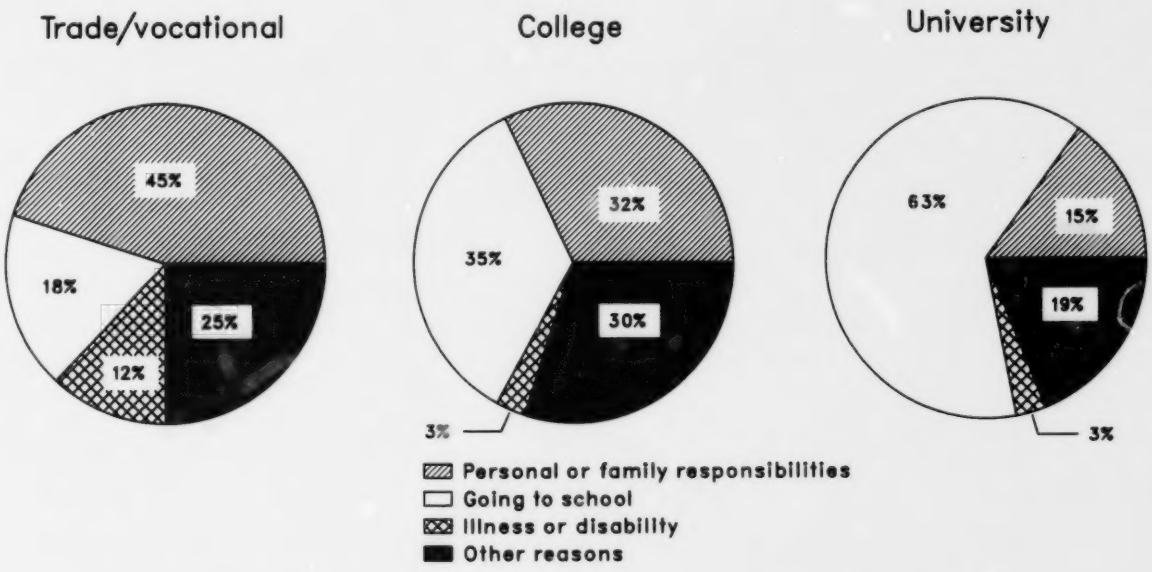
Personal or family responsibilities was less frequently identified as a reason for not entering the labour force at the higher levels of education (Chart 5). The most frequent reason given by trade/vocational and college women for not entering the labour force was personal or family responsibilities while university women identified school attendance as the most frequent reason.

Men at all educational levels most often cited their continuing studies as their main reason for not working and not looking for work. University graduates were most inclined to stay outside the labour force for academic reasons: 61% of bachelor's, 76% of master's and 45% of doctoral graduates had decided to remain in school.

---

[1]Not working and not looking for work.

Chart 5
Reason for not working and not looking for work, by educational level, June 1984



Source: National Graduates Survey, June/July 1984.

CHAPTER 4

MATCH BETWEEN JOB MARKET AND EDUCATION SYSTEM

The interaction of the job market and the educational system is complex. While some educational programs are directly linked to particular occupations, graduates of other fields of study are distributed across a wide range of occupations.

Given the varying strength of the connection between education and employment, graduates were asked a series of questions designed to measure two components of the issue: (1) the extent to which graduates wanted a match between education and employment; and (2) the degree to which they felt they had achieved it. This chapter presents the findings from these questions and is divided into two sections. The first part examines how important it was to graduates that the job match their field of study; the second section looks at the graduates' perceptions of how well the job held in June 1984 matched their education[1].

Importance of the match between field of study and job

University and college respondents were asked to rank how important it was that their job be related to their field of study. Responses were measured on a four-point scale ranging from "not at all important" to "very important".

---

[1]The findings in this chapter are based on questions 71, 73 and 77 of the trade/vocational questionnaire, and questions 72, 75, 76, 80 and 95 of the university/college questionnaire.

While the majority of graduates preferred employment relevant to their field of study, a greater proportion of college than university graduates considered this match very important.

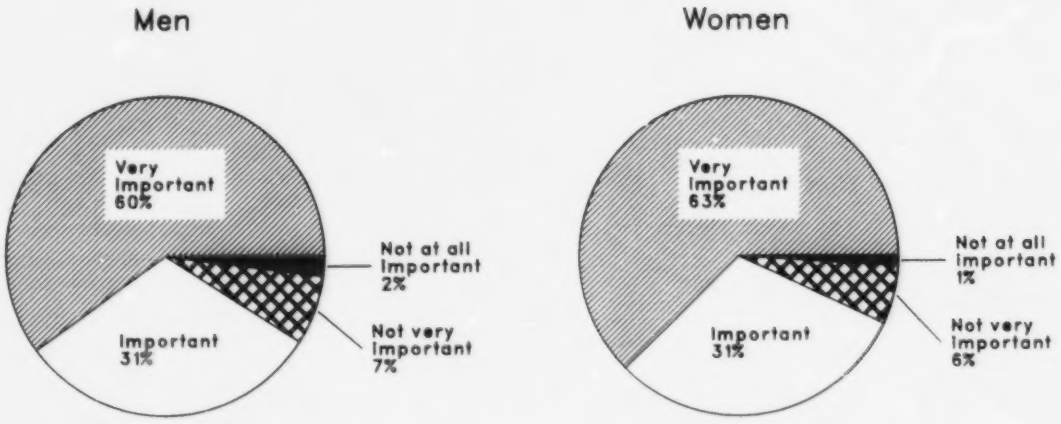
(This question was not included in the trade/vocational questionnaire.)

College

Almost all college graduates (92%) considered it important or very important that their job match their field of study; over half (62%) regarded this connection as very important. The response patterns of male and female graduates were quite similar (Chart 6).

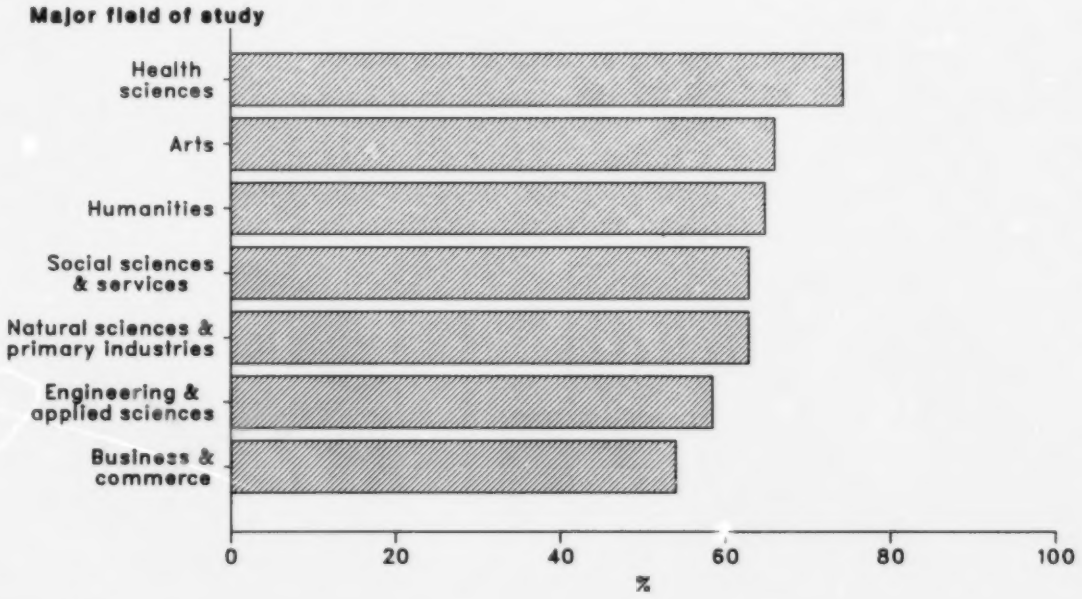
The weight accorded to having a job that matched their education varied, depending upon the discipline they had studied. Three-quarters of the graduates of health sciences ranked this relationship as very important; about half the business program graduates considered it so (Chart 7).

Chart 6
College graduates rating the importance of the match between field of study and job, by sex



Source: National Graduates Survey, June/July 1984.

Chart 7
College graduates rating the match between field of study and job as "very important", by field of study



Source: National Graduate Survey, June/July 1984.

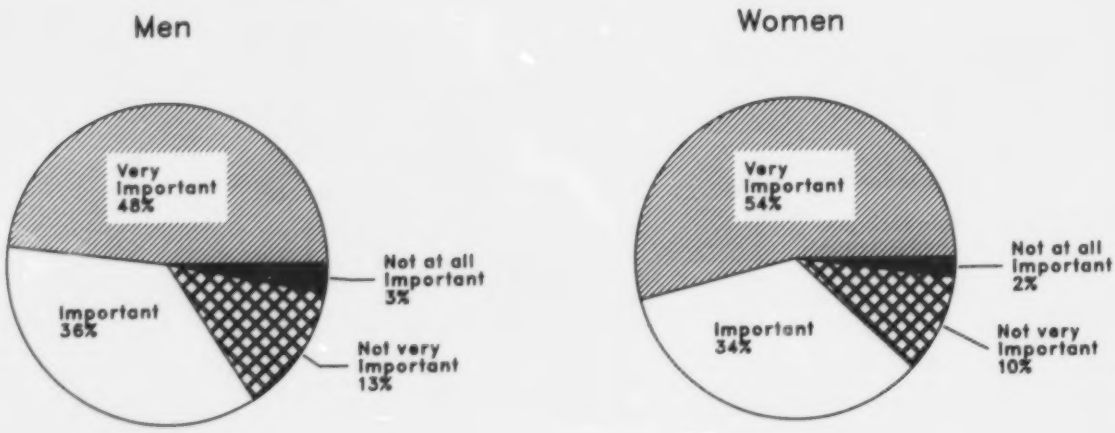
University

Eighty-six percent of university graduates wanted a job which would match their field of study as indicated by their choice of either important or very important; about half (51%) rated this linkage as very important.

A higher proportion of women than men considered it very important that education and employment match (Chart 8). Doctoral graduates, at 58%, were more inclined than master's (53%) and bachelor's (51%) graduates to regard it as very important that their job allow them to apply their knowledge and skills.

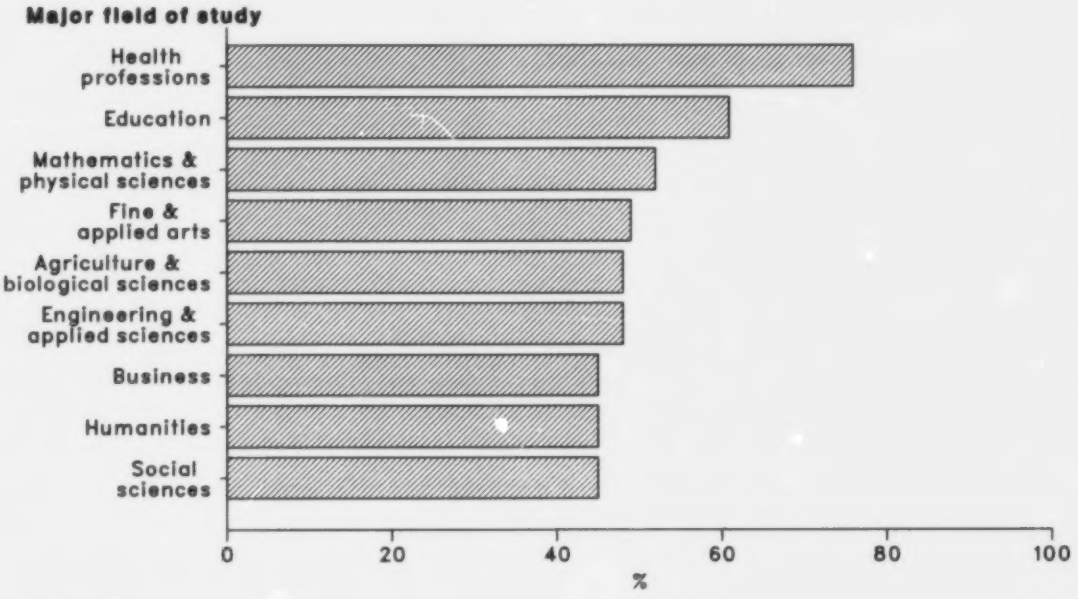
As with their counterparts at the college level, three-quarters of university graduates in the health professions felt it was very important that they make use of their education in their job (Chart 9). Education graduates also considered it very important that their field of study correspond to their employment. However, less than half the graduates of business, humanities and the social sciences expressed the same high rating (Chart 9).

Chart 8
University graduates rating the importance of the match between field of study and job, by sex



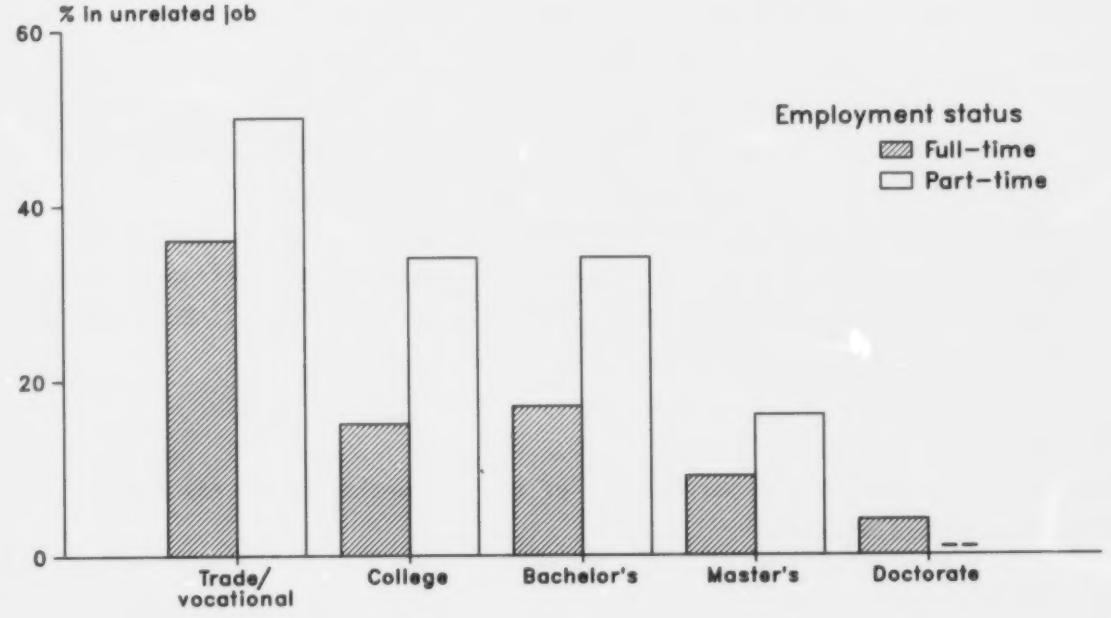
Source: National Graduates Survey, June/July 1984.

Chart 9
University graduates rating the match between field of study and job as "very important", by field of study



Source: National Graduates Survey, June/July 1984

Chart 10
Graduates in jobs not related to their education, by type of employment status and educational level, June 1984



-- Data not reliable enough to be released.
Source: National Graduates Survey, June/July 1984.

Extent to which education and employment match

Having established that the majority of university and college graduates preferred a job related to their field of study, this section examines the extent to which this goal was realized.

Three measures have been defined, based on a number of questions, as a means of assessing the closeness of the match between education and the job held in June 1984:

(1) Relationship of job to education -- In the view of graduates, were their jobs related, partly related, or not related to their programs of study? Responses to a series of questions were classified into one of these three categories. The measure has been derived for all graduates. (For the operational definition of the measure, see the glossary.)

(2) Necessity -- In the opinion of graduates, was the program in the specific field that the graduate had taken necessary for the job? This measure is shown only for trade/vocational graduates.

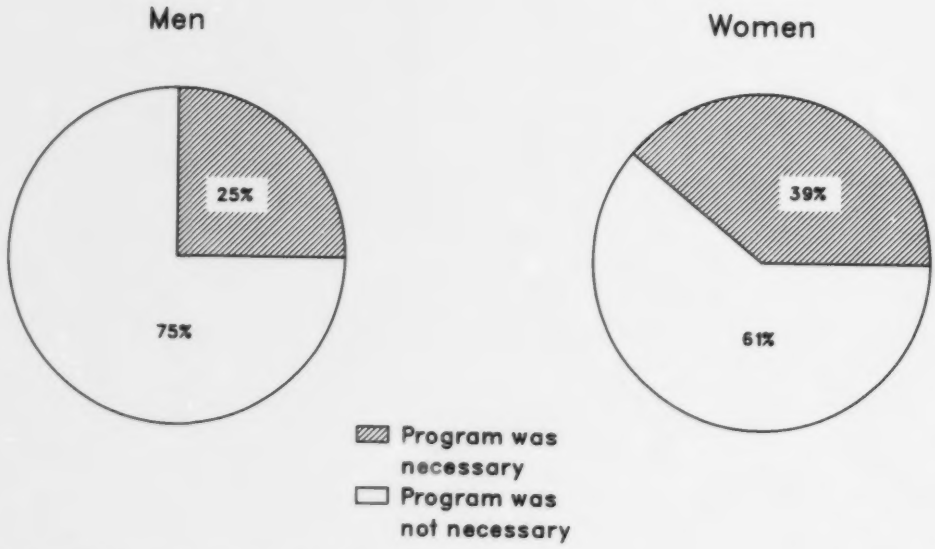
(3) Required qualification -- Graduates were asked to indicate the qualifications their employers had specified as necessary for the jobs they held in June 1984. The purpose was to determine if college graduates were in positions demanding less than a college diploma, and if university graduates (at any level) had jobs that did not call for a university degree, diploma or certificate. Graduates hired before 1980 and still holding the job in June 1984 were excluded from the count, as some could have been hired many years before when the educational requirements for their jobs may have been lower than they were in June 1984. This measure was derived for university and college graduates only.

These measures reflect the perceptions of the graduates and so may differ from those of the employers.

Relationship of job to education

Graduates who worked full-time were less likely than part-time workers to have jobs unrelated to their course of study (Chart 10). The proportion of part-time workers in unrelated jobs was particularly high among trade/vocational graduates.

Chart 11
Trade/vocational graduates employed full-time needing their program to obtain job, June 1984



Source: National Graduates Survey, June/July 1984.

Trade/vocational

Over one-third of trade/vocational graduates -- 36% -- working full-time held jobs unrelated to their education. Those who had studied engineering technology and applied science (43%) or natural science and primary industry (40%) were most likely to be in a job unrelated to their education. In contrast, health science graduates were the least likely to be in this position (11%*). Women had more success than men in finding jobs that matched their education (Tables 10 and 11).

Table 10. Graduates in jobs not related to their education, by employment status, sex and educational level, June 1984

Educational level	Working full-time			Working part-time		
	Men	Women	Total	Men	Women	Total
	% of all graduates working full-time			% of all graduates working part-time		
Trade/vocational	42	25	36	76	37	50
College	20	12	15	56	27	34
Bachelor's	16	17	17	39	32	34
Master's	9	8	9	19*	14*	16
Doctorate	3	8	4	--	--	--

Source: National Graduates Survey, June/July 1984.

More than any other group, trade/vocational graduates working part-time were employed in jobs that did not make direct use of their skills and knowledge, at 76% of the men and 37% of the women (Table 10).

College

Most college graduates who worked full-time held jobs that were related or partly related to their education; 15% did not. The highest proportion of graduates in unrelated jobs had been enrolled in arts programs (26%), while the lowest proportion was among those who had studied health sciences (3%*) (Table 11).

Table 11. Trade/vocational and college graduates in full-time jobs not related to their education, by sex and field of study, June 1984

Major field of study	Trade/vocational			College		
	Men	Women	Total	Men	Women	Total
	(Percent of graduates working full-time)					
Arts	40	27	32	29	24	26
Business and commerce	34	26	28	22	14	16
Engineering technologies & applied sciences	44	36	43	19	17	18
General arts and science	--	--	--	-	-	-
Health sciences	--	10*	11*	--	3*	3*
Humanities	--	--	--	--	--	17*
Natural sciences & primary industries	41	--	40	23	23*	23
Social sciences & services	--	--	--	18	14	15
TOTAL	42	25	36	20	12	15

Source: National Graduates Survey, June/July 1984.

Over one-third (34%) of college graduates working part-time held jobs unrelated to their education. Proportionately, about twice as many men (56%) as women (27%) were in this situation (Table 10).

University

The higher a university graduate's degree, the more likely he or she was to have a job related or partly related to his or her education. The proportion of those working full-time in unrelated jobs fell from 17% at the bachelor's level to 9% among master's and to 4% among doctorates (Table 10). The largest proportion of university graduates who could not find jobs related to their education had graduated from the humanities, social sciences and fine/applied arts (Table 12).

A greater percentage of women (8%) than men (3%) with doctorates were in unrelated jobs. At the bachelor's and master's levels, the differences between the sexes were almost non-existent (Table 10); nevertheless, there were some large differences within fields of study (Table 12).

About one-third (34%) of bachelor's degree-holders working part-time were in jobs not related to their education, as were 16% of master's degree recipients (Table 10).

Necessity of trade/vocational program for the job

Almost three-quarters of trade/vocational graduates employed full-time -- 70% -- reported being in jobs that did not specifically require their program as a condition of employment. Health science graduates were the least likely to hold jobs that did not need their educational background (31%). Women were more likely than men to have jobs that required their program credentials (Chart 11).

Table 12. University graduates[1] in full-time jobs not related to their education, by educational level, sex and field of study, June 1984

Major field of study	Bachelor's			Master's		
	Men	Women	Total	Men	Women	Total
	(Percent of graduates working full-time who were in jobs not related to education)					
Agriculture and biological science	28	16*	22	—	—	—
Business, management and commerce	10	12*	11	6	7*	6
Education	12*	11	11	4*	6*	5
Engineering and applied sciences	9	—	8	10*	—	10*
Fine and applied arts	35*	23*	27	—	—	—
General arts and science	—	—	—	-	-	-
Health professions	—	6*	6*	—	—	—
Humanities	31	26	28	21	14	16
Mathematics and physical sciences	12*	—	13	15*	—	15*
Social sciences	25	27	26	15	10*	13
TOTAL	16	17	17	9	8	9

[1]Four percent of doctoral degree recipients were in jobs not related to their education. The numbers by field of study are too small to be shown.

Source: National Graduates Survey, June/July 1984.

Educational qualifications required for the job

College

Over one-third of college graduates -- 35% -- were in jobs that required less than their educational qualifications. Proportionately more men than women (40% compared to 31%) working full-time were in this situation. Almost three-quarters of fine arts graduates found themselves in jobs demanding less than a college diploma, compared with almost none of those in nursing (see Appendix F).

University

Proportionately fewer university graduates with degrees at the higher levels were employed full-time in jobs that did not require university qualifications. While 29% of bachelor's, diploma or certificate recipients were in jobs not requiring a university degree, 12% of master's and 3% of doctoral graduates were in the same position (Chart 12). At each of the three levels, men and women were equally likely to hold jobs not requiring a university education.

Graduates with bachelor's degrees in the humanities, social sciences and fine and applied arts were most likely to be in jobs not needing university qualifications. This was particularly true of sociology (58%), political science and history (56%) and geography (53%). Master's or doctoral graduates of the humanities and social sciences had more success getting jobs that required a university qualification than those with a bachelor's degree in the same field (see Appendix F).

Chart 12
Graduates employed full-time who were in jobs requiring less than their education,[1] by educational level, June 1984

[1] Jobs requiring less than a college diploma for college graduates and less than a university degree, diploma or certificate for university graduates.

Source: National Graduates Survey, June/July 1984.

CHAPTER 5

EARNINGS OF GRADUATES WORKING FULL-TIME

Students may spend considerable time at a postsecondary or trade/vocational institution seeking a degree, diploma or certificate. After they graduate, their incomes depend on their previous employment experience, level of qualification, field of study, province, occupation, age and sex. To gain a perspective on the wages, salaries and self-employed income graduates earned early in their careers, they were asked to estimate their gross annual earnings for the job they held in June 1984, as if they were employed in that job for all of 1984. Throughout this chapter, the term "earnings" refers to median gross annual earnings[1].

Generally speaking, graduates with higher educational qualifications and more work experience earned higher incomes than less qualified graduates. College graduates earned 20% more than their trade/vocational counterparts and PhDs earned 48% more than employed bachelor's graduates. University graduates with seven or more years of previous full-time work experience earned over 50% more than those who had had no previous experience[2]. Similarly, trade/vocational and college graduates with seven or more years of work experience earned 23% and 41% more, respectively, than those who had not worked before (Chart 13).

---

[1]The findings in this chapter are based on question 67 of the trade/vocational questionnaire and question 68 of the university/college questionnaire.

[2]For trade/vocational graduates, previous work experience refers to experience in a full-time job prior to enrolling in their program; for college and university graduates, it refers to full-time jobs held prior to graduation. Previous work experience in summer jobs while a student was excluded.

Women were paid $2,000 to $5,000 less than men with the same level of qualification.

The amount of graduates' earnings also depended upon their field of study.

Trade/vocational

Trade/vocational graduates had median annual gross earnings of $15,000 (Table 13). The jobs paying most were held by graduates of the health sciences and of engineering technologies and applied sciences, with earnings of $16,000, while arts graduates earned the least ($11,000). Graduates interviewed in Alberta earned the most ($16,000) while those from Newfoundland earned the least ($12,000)[1].

College

College graduates earned $18,000 a year, more than trade/vocational (Table 13), but less than university graduates (Table 14). The highest salaries were paid to health sciences graduates ($24,000) and the lowest to arts graduates ($14,000). Earnings ranged from $22,000 in Saskatchewan to $15,000 in Prince Edward Island.

University

University graduates with bachelor's degrees, at $23,000, earned less than those with higher degrees; master's graduates made $32,000 and doctorates $34,000 (Table 14). Engineering and applied science graduates were the highest paid at the bachelor's level, at $27,000, while fine and applied arts graduates earned $19,000.

Graduates with a master's in education earned more than any other master's degree recipients ($39,000) while those from fine and applied arts earned a little over half that ($20,000).

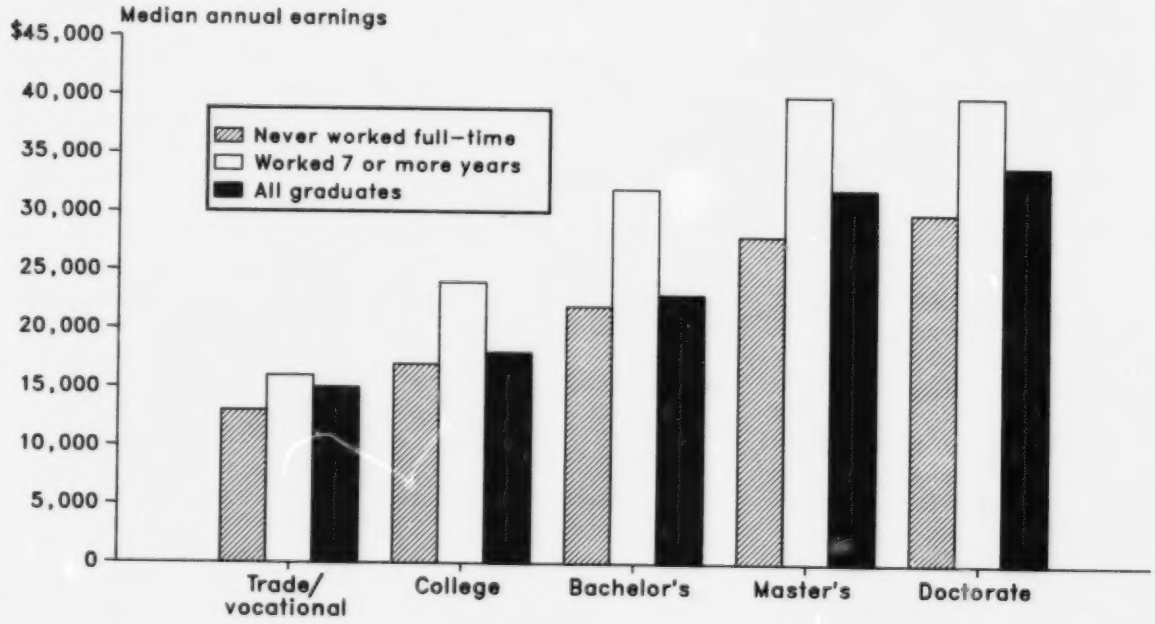
---

[1]The province of residence in June/July 1984 was not ascertained directly, and the province of interview has to be used as a proxy for residence.

The doctoral degrees worth the most on the job market -- $40,000 a year -- were in education, engineering and applied science, and business, management and commerce. Conversely, fine and applied arts, humanities, agriculture and biological sciences, and health professions commanded $28,000. In the health professions, those with a PhD earned $5,000 less than their master's counterparts, possibly because many remained at university as post-doctoral fellows[1].

Earnings also varied from province to province. University graduates interviewed in Newfoundland, Saskatchewan and Alberta earned the most ($26,000), while those from Prince Edward Island earned the least ($18,000).

Chart 13
Median annual earnings of 1982 graduates employed full-time in June 1984, by previous work experience and educational level



Source: National Graduates Survey, June / July 1984.

[1]The Survey of 1983 Doctoral Degree Recipients revealed that the highest percentage of graduates planning to accept a post-doctoral fellowship belonged to the health professions.

Table 13. Median annual earnings of trade/vocational and college graduates employed full-time in June 1984, by field of study, sex, province of interview and previous work experience

	Trade/ vocational	College
	$'000	
TOTAL GRADUATES	15	18
MAJOR FIELD OF STUDY		
Arts	11	14
Business and commerce	13	16
Engineering and applied sciences	16	20
General arts and sciences	15	--
Health sciences and related	16	24
Humanities and related	--	16
Natural sciences and primary industries	15	18
Social sciences and services	14	17
SEX		
Men	16	20
Women	13	16
PROVINCE OF INTERVIEW		
Newfoundland	12	21
Prince Edward Island	15	15
Nova Scotia	12	21
New Brunswick	14	20
Quebec	15	16
Ontario	15	17
Manitoba	14	21
Saskatchewan	15	22
Alberta	16	20
British Columbia	15	20
PREVIOUS WORK EXPERIENCE[1]		
Never worked full-time	13	17
Less than 1 year	14	18
1-2 years	15	20
3-4 years	15	21
5-6 years	16	21
7 years or more	16	24

[1]Experience in full-time jobs prior to enrolling in their program for trade/vocational graduates and prior to graduation for college graduates.

Source: National Graduates Survey, June/July 1984

Table 14. Median annual earnings of university graduates employed full-time in June 1984, by educational level, field of study, sex, province of interview and previous work experience

	Bachelor's	Master's	Doctorate	Total University
		$'000		
TOTAL GRADUATES	23	32	34	24
MAJOR FIELD OF STUDY				
Agriculture and biological sciences	20	27	28	20
Business management and commerce	22	35	40	24
Education	24	39	40	25
Engineering and applied sciences	27	33	40	27
Fine and applied arts	19	20	28	19
General arts and science	25	—	—	25
Health professions	26	33	28	27
Humanities	20	25	28	20
Mathematics and physical sciences	26	32	34	26
Social sciences	21	28	35	22
Unknown	22	30	33	22
SEX				
Men	24	35	35	25
Women	22	30	31	23
PROVINCE OF INTERVIEW				
Newfoundland	25	35	30	26
Prince Edward Island	18	30	—	18
Nova Scotia	19	33	28	21
New Brunswick	22	34	24	23
Quebec	23	32	35	25
Ontario	22	31	33	23
Manitoba	23	33	34	24
Saskatchewan	26	36	32	26
Alberta	25	36	36	26
British Columbia	24	34	33	24
PREVIOUS WORK EXPERIENCE[1]				
Never worked full-time	22	28	30	22
Less than 1 year	22	27	31	22
1-2 years	23	29	33	24
3-4 years	25	32	35	27
5-6 years	28	33	35	30
7 years or more	32	40	40	34

[1]Experience in full-time jobs prior to graduation.

Source: National Graduates Survey, June/July 1984

CHAPTER 6

OCCUPATIONS AND INDUSTRIES

Just as important as knowing how many graduates had full-time jobs is knowing what kinds of jobs they had found and where they worked. This chapter studies the occupations and industries of graduates who were working full-time in June 1984.[1]

Occupations and industries were classified using Statistics Canada's Standard Occupational Classification (1980) and Standard Industrial Classification (1980). Although occupation groups were coded at the four-digit level, and industrial groups at the three-digit level, the analysis presented in this chapter is based on more highly aggregated groupings.

Trade/vocational

Just under half of all trade/vocational graduates working full-time were in one of three types of occupations: clerical; product fabricating, assembling, and repairing; or service (Table 15).

---

[1]The findings in this chapter are based on questions 65, 66 and 67 of the trade/vocational questionnaire and questions 65, 66, and 67 of the university/college questionnaire.

Table 15. Most common occupational and industrial groups of trade/vocational graduates employed full-time, June 1984

	Men	Women	Total
		(Percent)	
OCCUPATIONAL GROUPS (1980 Standard Occupational Classification)			
Clerical and related	5	42	19
Construction trades	11	—	7
Medicine and health	1*	13	6
Product fabricating, assembling and repairing	23	6	17
Service	10	18	13
Other[1]	50	20	38
TOTAL	100	100	100
INDUSTRIAL GROUPS (1980 Standard Industrial Classification)			
Accommodation, food and beverage service	6	10	7
Construction	10	2*	7
Government service	6	10	7
Health and social service	3	21	10
Manufacturing	31	13	24
Retail trade	14	10	13
Other[2]	30	34	32
TOTAL	100	100	100

[1]Includes occupation groups with a frequency of 5% or less.
[2]Includes industrial groups with a frequency of 5% or less.

Source: National Graduates Survey, June/July 1984

Women were concentrated in three occupational groups: almost three-quarters of them were employed in occupations classified as clerical, medicine/health, or service (Table 15); this pattern appears to reflect the concentration of women in programs of study in business/commerce and health sciences (Appendix D, Table D-1). Men were more widely dispersed; product fabrication/assembling/repairing was the most common type of occupations, regrouping 23% of them.

On the other hand, women worked in a greater variety of industries than men. Almost half of the male graduates had jobs in just two industrial groups -- manufacturing and retail trade. In contrast, the greatest proportion of female graduates, at 21%, was employed in health and social services. Four other industrial groups -- manufacturing, retail trade, government service and accommodation, food and beverage service -- each employed about 10% of the women (Table 15).

Table 16. Most common occupational groups of trade/vocational graduates employed full-time by major field of study, June 1984

I. Arts		IV. General arts and science[1]	
1. Service	47%	V. Health sciences	
2. Product fabricating	13%*	1. Medicine and health	78%
II. Business and commerce		2.	--
1. Clerical	53%	VI. Natural sciences and primary industries	
2. Service	19%	1. Processing	30%
III. Engineering technologies and applied sciences		2. Farming	16%*
1. Product fabricating	28%	VII. Social sciences and services[1]	
2. Construction	12%		

[1]Data on the occupational groups of graduates from these fields of study are not reliable enough to be released.

Source: National Graduates Survey, June/July 1984.

Table 17. Most common occupational and industrial groups of college graduates employed full-time, June 1984

	Men	Women	Total
		(Percent)	
OCCUPATIONAL GROUPS (1980 Standard Occupational Classification)			
Clerical and related	8	30	20
Managerial, administrative and related	13	10	11
Medicine and health	5	28	18
Natural sciences, engineering and mathematics	20	6	12
Product fabricating, assembling and repairing	12	1*	6
Sales	9	4	6
Service	7	5	6
Other[1]	26	16	21
TOTAL	100	100	100
INDUSTRIAL GROUPS (1980 Standard Industrial Classification)			
Business services	10	9	9
Government services	11	9	10
Health and social services	7	39	25
Manufacturing	22	8	14
Retail trade	8	7	8
Other[2]	42	28	34
TOTAL	100	100	100

[1]Includes occupation groups with a frequency of 5% or less.
[2]Includes industrial groups with a frequency of 5% or less.

Source: National Graduates Survey, June/July 1984

College

Well over half the college graduates with full-time jobs worked in one of four occupational groups: clerical and related; medicine and health; natural sciences, engineering and mathematics; and managerial, administrative and related (Table 17).

As was the case with trade/vocational graduates, the majority of women worked in a very small number of occupations: more than half were employed in clerical and health positions (Table 17); this might have been expected, since two-thirds of them had studied health sciences or business and commerce (Appendix D, Table D-2).

Table 18. Most common occupational groups of college graduates employed full-time by major field of study, June 1984

I. Arts	
1. Artistic/literary	36%
2. Clerical	12%
II. Business and commerce	
1. Clerical	50%
2. Managerial/administrative	22%
III. Engineering technologies and applied sciences	
1. Natural sciences	37%
2. Product fabricating	19%
IV. Health sciences	
1. Medicine and health	91%
2. Managerial/administrative	2%*
V. Humanities	
1. Clerical	33%*
2. Social sciences	25%*
VI. Natural sciences	
1. Natural sciences	25%
2. Farming	18%
VII. Social sciences	
1. Social sciences	22%
2. Teaching	22%
3. Service	21%

Source: National Graduates Survey, June/July 1984.

The principal employers of college graduates -- providing work for over one-third of those graduates with full-time jobs -- were health/social services and manufacturing industries. Manufacturing industries were the largest employers of the men, while health/social services provided jobs for over one-third of the women.

University

More than half the bachelor's degree-holders working full-time were in one of three occupational groups -- teaching, managerial/administrative and natural sciences. Natural sciences and managerial/administrative positions accounted for the largest proportion of men, while teaching was the dominant type of occupation for women (Table 19).

Almost one in ten bachelor's degree recipients working full-time were in clerical positions, occupations not requiring a university degree. Proportionately, three times as many women as men had clerical jobs — 12% compared to 4%. Clerical jobs were the second most frequent occupations for graduates of humanities (16%) and business/management/commerce (12%). About 11% of social sciences graduates and 5% of education graduates employed full-time found themselves in clerical jobs (Table 20).

Graduates with master's or doctoral degrees who were working full-time were concentrated in a limited number of occupational groups (Table 19). Over one-quarter of those with master's qualifications took managerial/ administrative jobs and another quarter were working as teachers. Nearly half of all PhDs were teachers, mostly at the university level. The other two categories of occupations in which these graduates were most likely to work were social sciences and natural sciences/engineering/mathematics.

Overall, 3% of master's graduates working full-time ended up in clerical occupations (Table 19); about 6%* of those with humanities degrees and 3%* of those with social science degrees worked as clerks.

Table 19. Most common occupational and industrial groups of university graduates employed full-time, by educational level, June 1984

	Bachelor's			Master's			Doctorate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
	(Percent)								
OCCUPATIONAL GROUPS (1980 Standard Occupational Classification)									
Clerical	4	12	8	2	3	3	2	—	1
Managerial/administrative	22	17	19	32	24	29	11	11	12
Medicine and health	7	13	10	4	8	5	4	5	4
Natural sciences, engineering and mathematics	23	6	14	19	7	14	28	13	24
Social sciences	9	10	10	13	23	17	8	21	11
Teaching	14	32	23	22	30	25	43	50	45
Elementary and secondary school	10	24	17	13	16	14	2	2	2
University	1*	2	2	3	5	4	38	43	40
Other teaching	3	5	4	5	9	6	3	5	4
Other[1]	21	10	16	8	5	7	4	—	3
TOTAL	100	100	100	100	100	100	100	100	100
INDUSTRIAL GROUPS (1980 Standard Industrial Classification)									
Business services	17	10	14	12	6	10	11	4	9
Educational services	16	34	25	31	44	36	51	62	54
Government services	11	10	11	17	13	16	15	12	14
Health and social services	8	18	13	8	18	12	10	18	12
Manufacturing	13	5	9	10	4	8	4	1	3
Other[2]	35	23	28	22	15	18	9	3	8
TOTAL	100	100	100	100	100	100	100	100	100

[1]Includes occupation groups with a frequency of 5% or less.
[2]Includes industrial groups with a frequency of 5% or less.

Source: National Graduates Survey, June/July 1984

Table 20. Most common occupational groups of bachelor's degree recipients employed full-time, by major field of study, June 1984

I. Agriculture and biological sciences	
1. Medicine and health	17%
2. Natural sciences, engineering and mathematics	16%
3. Teaching	16%
4. Managerial/administrative	13%*
II. Business, management and commerce	
1. Managerial/administrative	58%
2. Clerical	12%
3. Sales	10%
4. Natural sciences, engineering and mathematics	7%
III. Education	
1. Teaching	74%
2. Managerial/administrative	7%
3. Clerical	5%
4. Social sciences	4%*
IV. Engineering and applied sciences	
1. Natural sciences, engineering and mathematics	72%
2. Managerial/administrative	7%*
3.	—
4.	—
V. Fine and applied arts	
1. Teaching	33%
2. Artistic, literary and recreational	20%*
3. Managerial/administrative	14%*
4.	—
VI. General arts and science[1]	
VII. Health professions	
1. Medicine and health	89%
2. Teaching	5%*
3. Managerial/administrative	4%*
4.	—
VIII. Humanities	
1. Teaching	25%
2. Clerical	16%
3. Managerial/administrative	15%
4. Artistic, literary and recreational	14%
IX. Mathematics and physical sciences	
1. Natural sciences, engineering and mathematics	63%
2. Managerial/administrative	12%
3. Teaching	9%
4.	—
X. Social sciences	
1. Social sciences	31%
2. Managerial/administrative	21%
3. Teaching	12%
4. Clerical	11%

[1]Data on the occupational groups of graduates from this field of study are not reliable enough to be released.

Source: National Graduates Survey, June/July 1984.

Graduates from certain fields of study were concentrated in one occupational group: business/management/commerce graduates in managerial/administrative occupations (63%), education graduates in teaching (64%), engineering/applied sciences graduates in natural sciences/engineering/mathematics (77%), health profession graduates in medicine/health (60%), and mathematics/physical sciences in natural sciences/engineering/mathematics (68%) (Table 21).

Table 21. Most common occupational groups of master's degree recipients employed full-time, by major field of study, June 1984

I. Agriculture and biological sciences	
1. Natural sciences, engineering and mathematics	41%
2. Teaching	26%
II. Business, management and commerce	
1. Managerial/administrative	63%
2. Natural sciences, engineering and mathematics	11%
III. Education	
1. Teaching	64%
2. Managerial/administrative	20%
IV. Engineering and applied sciences	
1. Natural sciences, engineering and mathematics	77%
2. Managerial/administrative	10%*
V. Fine and applied arts[1]	
VI. Health professions	
1. Medicine and health	60%
2. Teaching	15%
VII. Humanities	
1. Social sciences	31%
2. Teaching	22%
VIII. Mathematics and physical sciences	
1. Natural sciences, engineering and mathematics	68%
2. Teaching	21%
IX. Social sciences	
1. Social sciences	49%
2. Managerial/administration	21%

[1]Data on the occupational groups of graduates from this field of study are not reliable enough to be released.

Source: National Graduates Survey, June/July 1984.

Among PhD graduates, those having received their diploma in the field of business/management/commerce were highly concentrated in teaching occupations (89%); in fact, teaching was found to be one of the two most common occupations of doctoral graduates from all fields of study (Table 22).

The principal employer of university graduates at all levels was educational services (Table 19). It provided jobs for one-quarter of bachelor's, more than one-third of master's and over half of doctoral graduates. Next to education, business and health/social services employed the highest percentage of bachelor's graduates while government services was the second most common industry for master's and doctoral graduates.

Table 22. Most common occupational groups of doctoral degree recipients employed full-time, by major field of study, June 1984

I. Agriculture and biological sciences	
1. Teaching	44%
2. Natural sciences, engineering and mathematics	38%
II. Business, management and commerce	
1. Teaching	80%
2.	--
III. Education	
1. Teaching	49%
2. Managerial/administrative	27%
IV. Engineering and applied sciences	
1. Natural sciences, engineering and mathematics	58%
2. Teaching	30%
V. Fine and applied arts[1]	
VI. Health professions	
1. Teaching	44%
2. Natural sciences, engineering and mathematics	27%
VII. Humanities	
1. Teaching	57%
2. Managerial/administrative	11%
VIII. Mathematics and physical sciences	
1. Natural sciences, engineering and mathematics	56%
2. Teaching	35%
IX. Social sciences	
1. Teaching	47%
2. Social sciences	31%

[1]Data on the occupational groups of graduates from this field of study are not reliable enough to be released.

Source: National Graduates Survey, June/July 1984.

CHAPTER 7

JOB SATISFACTION

One of the objectives of the survey was to determine how satisfied the graduates were with the jobs they held in June 1984[1]. Satisfaction was measured on a four-point scale: very satisfied, satisfied, not very satisfied and not at all satisfied. In the analysis presented in this chapter, "satisfied" refers to graduates who reported being satisfied or very satisfied with their jobs.

Graduates employed full-time

The vast majority of graduates employed full-time -- almost nine in ten -- were satisfied with their jobs. Women with trade/vocational or college diplomas and those with doctoral degrees were more likely than men at the same educational level to express satisfaction. About the same proportion of female and male bachelor's graduates were satisfied with their jobs, while a somewhat smaller proportion of women than men with master's degrees reported feeling satisfied with their jobs (Chart 14).

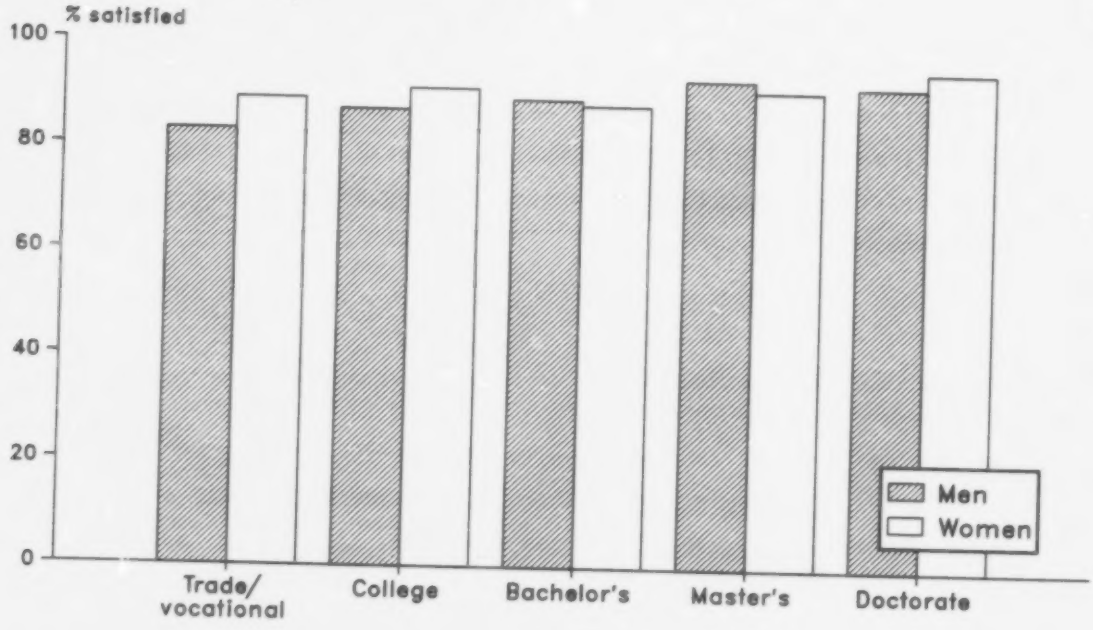
For most categories of graduates, satisfaction was found to be related to income: the higher the earnings, the higher the proportion of graduates who expressed satisfaction with their job; the exception was the trade/vocational group (Chart 15).

---

[1]The findings in this chapter are based on question 75 of the trade/vocational questionnaire and question 78 of the university/college questionnaire.

Graduates in an occupation that required knowledge and skills related or partly related to their education were more likely to report that they were satisfied than were those in unrelated jobs (Chart 16). Similarly, the proportion of graduates satisfied with their job was greater when they were in jobs requiring their educational qualifications[1] (Chart 17).

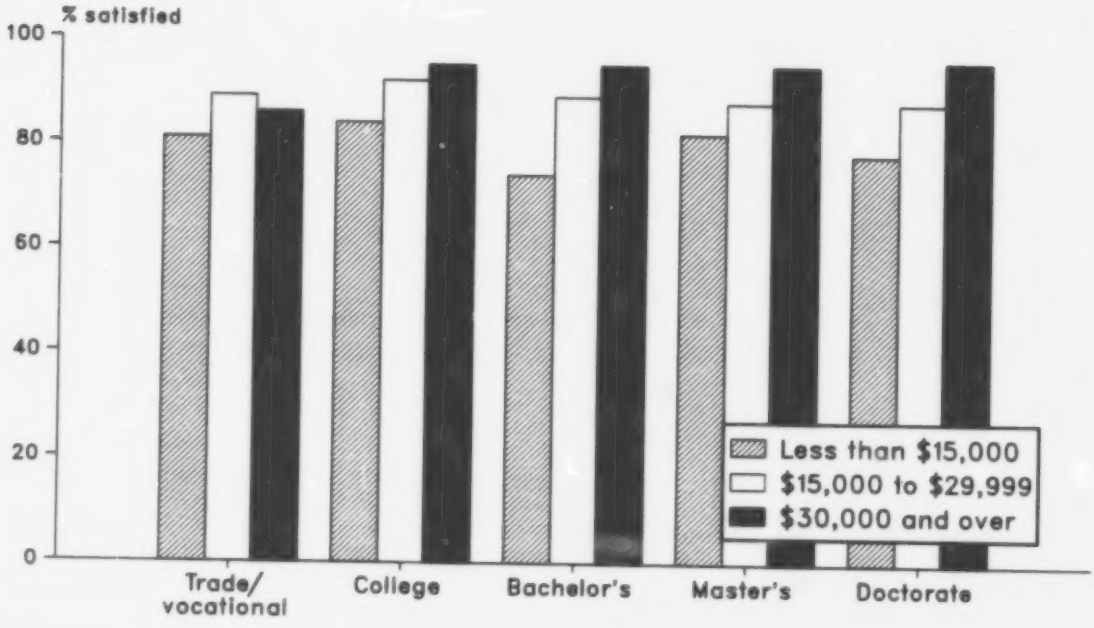
Chart 14
Job satisfaction of graduates employed full-time, by educational level and sex, June 1984



Source: National Graduates Survey, June/July 1984.

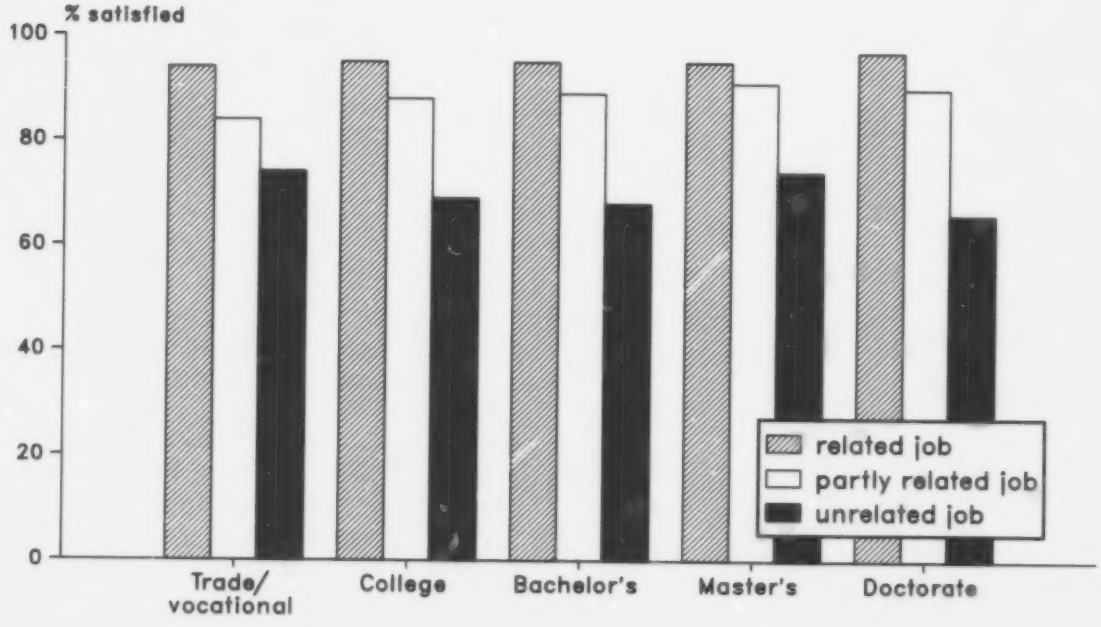
[1] Not less than a college diploma for college graduates and not less than a university degree, diploma or certificate for university graduates.

Chart 15
Job satisfaction by salary range, graduates employed full-time, by educational level, June 1984



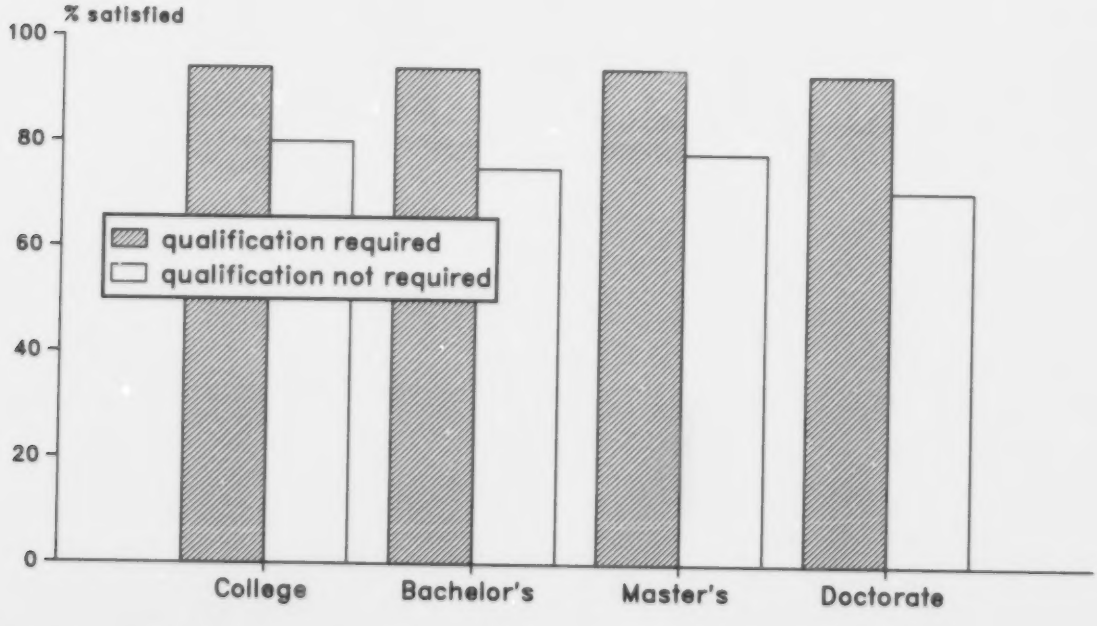
Source: National Graduates Survey, June/July 1984.

Chart 16
Job satisfaction of graduates employed full-time, by relationship of job to education and educational level, June 1984



Source: National Graduates Survey, June/July 1984.

Chart 17
Job satisfaction of graduates employed full-time, by educational level and requirement[1] of job, June 1984

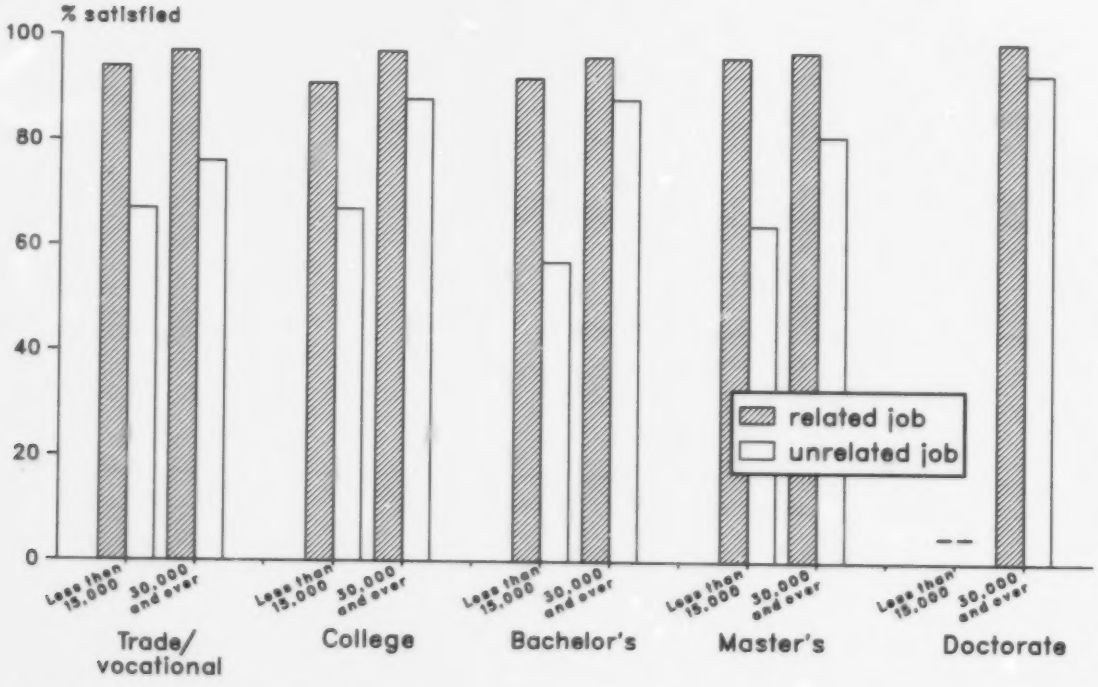


[1] College diploma for college graduates and university degree, diploma or certificate for university graduates.

Source: National Graduates Survey, June/July 1984.

The closeness of the match between job and education appeared to be a more important determinant of job satisfaction than the level of remuneration. If the job was related to education, differences in earnings were associated with relatively small differences in satisfaction; if it was not related, the differences in earnings were associated with much larger differences in satisfaction (Chart 18).

Chart 18
Job satisfaction of graduates employed full-time, by salary, relationship of job to education and educational level, June 1984



-- Data not reliable enough to be released.
Source: National Graduates Survey, June/July 1984.

Across all fields of study and at all educational levels, the vast majority of graduates working full-time expressed satisfaction with their job. The highest proportions of satisfied graduates were at the doctoral level in business/management/commerce and engineering/applied sciences; trade/vocational graduates in engineering technologies/applied sciences, college graduates in arts, bachelor's graduates in the humanities, and bachelor's and master's graduates in fine/applied arts were the least likely to be satisfied (Tables 23 and 24).

Table 23. Job satisfaction of trade/vocational and college graduates employed full-time, by major field of study, June 1984

Major field of study	Trade/vocational	College
	(percent satisfied)	
Arts	90	83
Business and commerce	87	89
Engineering technologies and applied sciences	83	87
General arts and science	--	-
Health sciences and related	89	94
Humanities and related	-	87
Natural sciences and primary industries	89	88
Social sciences and services	89	90
TOTAL	85	89

Source: National Graduates Survey, June/July 1984.

Table 24. Job satisfaction of university graduates employed full-time, by educational level and major field of study, June 1984

Major field of study	Bachelor's	Master's	Doctorate
	(percent satisfied)		
Agriculture and biological sciences	89	93	95
Business, management and commerce	89	91	100
Education	90	96	95
Engineering and applied sciences	90	93	98
Fine and applied arts	83	82*	--
General arts and science	91	--	-
Health professions	95	96	86
Humanities	83	89	85
Mathematics and physical sciences	91	97	91
Social sciences	86	88	96
TOTAL	89	92	93

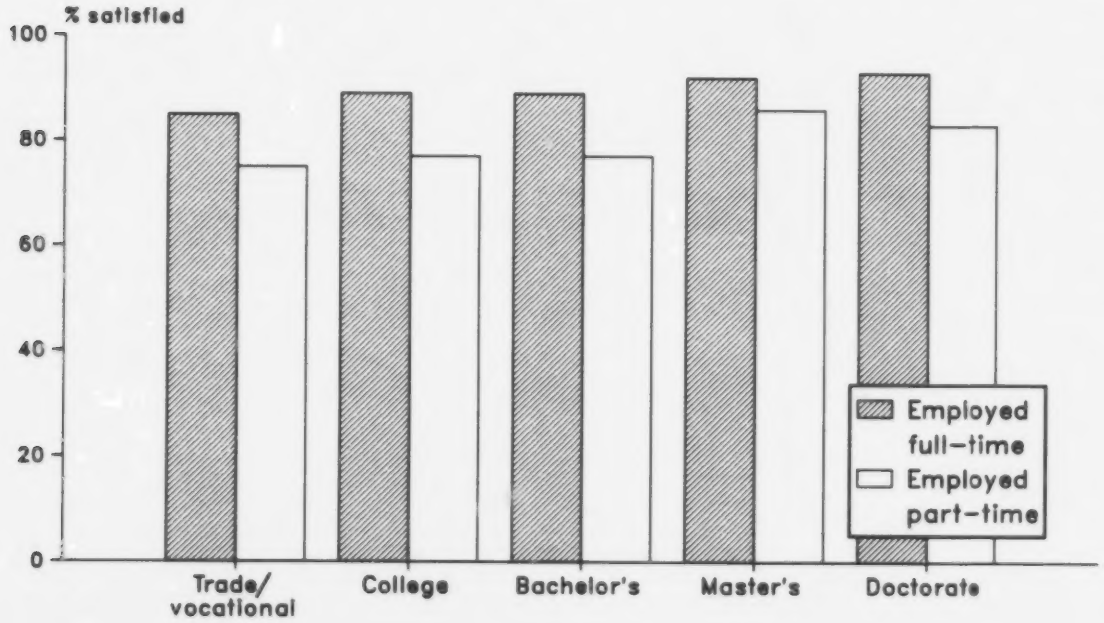
Source: National Graduates Survey, June/July 1984.

Graduates employed part-time

Graduates employed part-time were less likely to report that they were satisfied or very satisfied with their jobs than those working full-time. Nevertheless, part-time workers, like their full-time counterparts, were more likely to be satisfied if they had jobs related to their field of study (Charts 19 and 20).

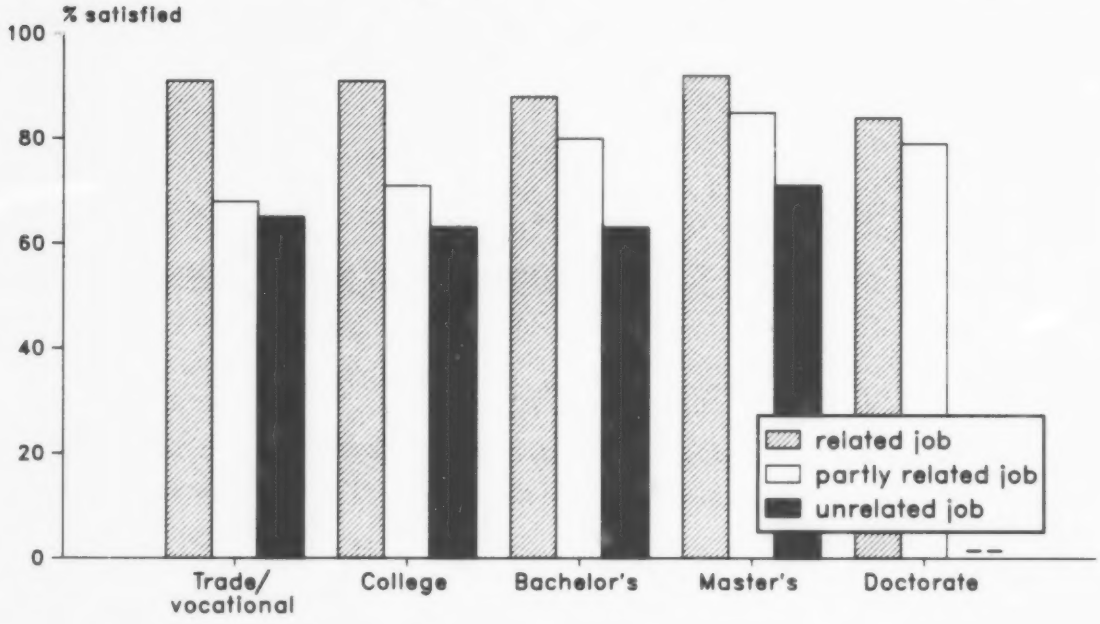
Female trade/vocational, college and doctoral graduates were more likely than men with the same qualifications to report satisfaction with their part-time jobs. At the bachelor's and master's level, the differences between the proportions of men and women who were satisfied were not substantial (Chart 21).

Chart 19
Job satisfaction of graduates by employment status and educational level. June 1984



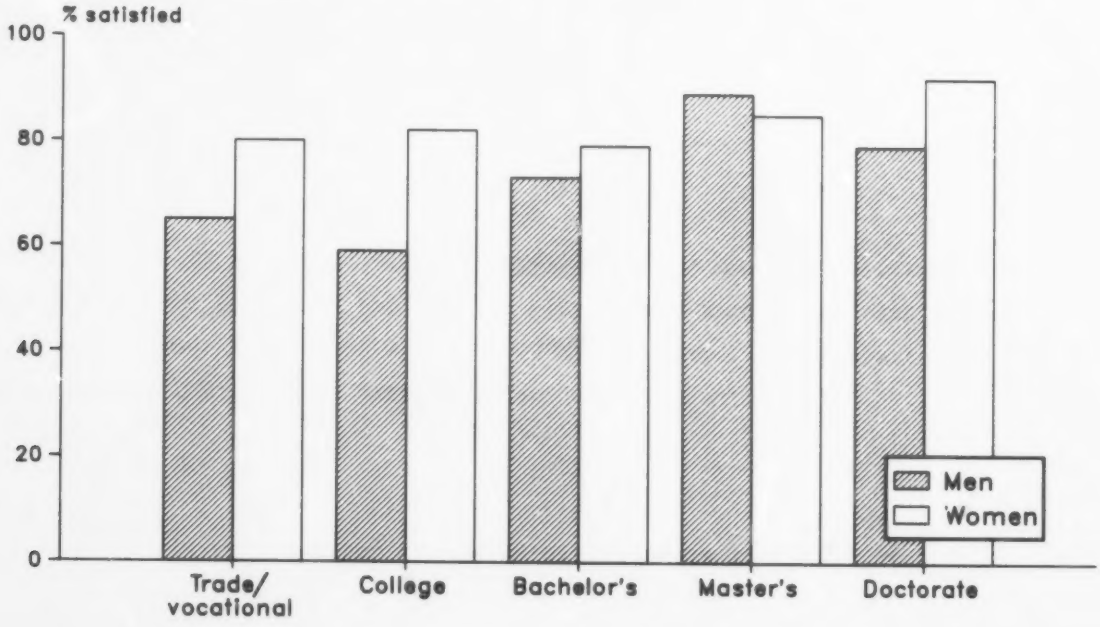
Source: National Graduates Survey, June/July 1984.

Chart 20
Job satisfaction of graduates employed part-time, by relationship of job to education and educational level, June 1984



-- Data not reliable enough to be released.
Source: National Graduates Survey, June/July 1984.

Chart 21
Job satisfaction of graduates employed part-time, by educational level and sex, June 1984



Source: National Graduates Survey, June/July 1984.

CHAPTER 8

STUDIES AND QUALIFICATIONS AFTER GRADUATION

This chapter identifies the graduates who elected to continue their studies in January 1983. It also describes the qualifications they obtained after graduating in 1982[1].

Studies in January 1983

In January 1983, one-quarter of all 1982 graduates were again enrolled in an educational institution. Graduates with bachelor's and master's degrees were most likely to continue their studies and, except at the trade/vocational and PhD level, men were more apt than women to return to school. Most of the students preferred full-time to part-time enrolment.

Trade/vocational

Overall, 12% of trade/vocational graduates had decided to return to the classroom (Table 25), with the highest proportions among those who had earned diplomas in general arts and sciences (30%*), in general engineering technologies (18%), and in management and administration (17%).

[1]The findings in this chapter are based on questions 29 and 51 of the trade/vocational and university/college questionnaires.

College

One in every five college graduates was again in school in early 1983 (Table 25). The proportion was highest, at 65%, among those who had studied fine arts.

Table 25. Trade/vocational and college graduates enrolled in an educational institution in January 1983, by enrolment status and sex

Enrolment status	Trade/vocational			College		
	Men	Women	Total	Men	Women	Total
	(Percent)					
Enrolled:	13	12	12	23	18	20
Full-time	8	7	8	14	10	12
Part-time	5	5	4	9	8	8
Not enrolled	87	89	88	77	82	80
TOTAL	100	100	100	100	100	100

Note: Percents may not add up to 100 due to rounding.

Source: National Graduates Survey, June/July 1984.

University

Over one-third of graduates with bachelor's degrees had signed up for more courses in January 1983 (Table 26). The proportions were highest among graduates of medicine and biology, at 76% and 63% respectively. More than half the graduates in several other fields also continued their studies: the rates of re-enrolment were 51% in psychology, 54% in English language/literature and 56% in French language/literature. Almost two-thirds of chemistry (60%) and half of physics (51%) graduates were also seeking more academic qualifications.

More than one-quarter of students with a master's degree were back in school in 1983 (Table 26). Re-enrolment was highest among chemistry (63%*), physics (61%*) and medical studies (60%) graduates.

Table 26. University graduates enrolled in an educational institution in January 1983, by enrolment status, educational level and sex

Enrolment status	Bachelor's			Master's			Doctorate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
	(Percent)								
Enrolled:	40	35	37	29	25	27	10	12	11
Full-time	28	23	25	18	13	16	7	8	8
Part-time	12	12	12	11	12	11	3	4	3
Not enrolled	60	65	63	70	75	72	90	88	89
TOTAL	100	100	100	100	100	100	100	100	100

Note: Percents may not add up to 100 due to rounding.

Source: National Graduates Survey, June/July 1984.

Slightly more than one in ten PhDs were again taking courses in January 1983 (Table 26). Among those with doctorates in the health professions, the proportion was more than three times the average (37%).

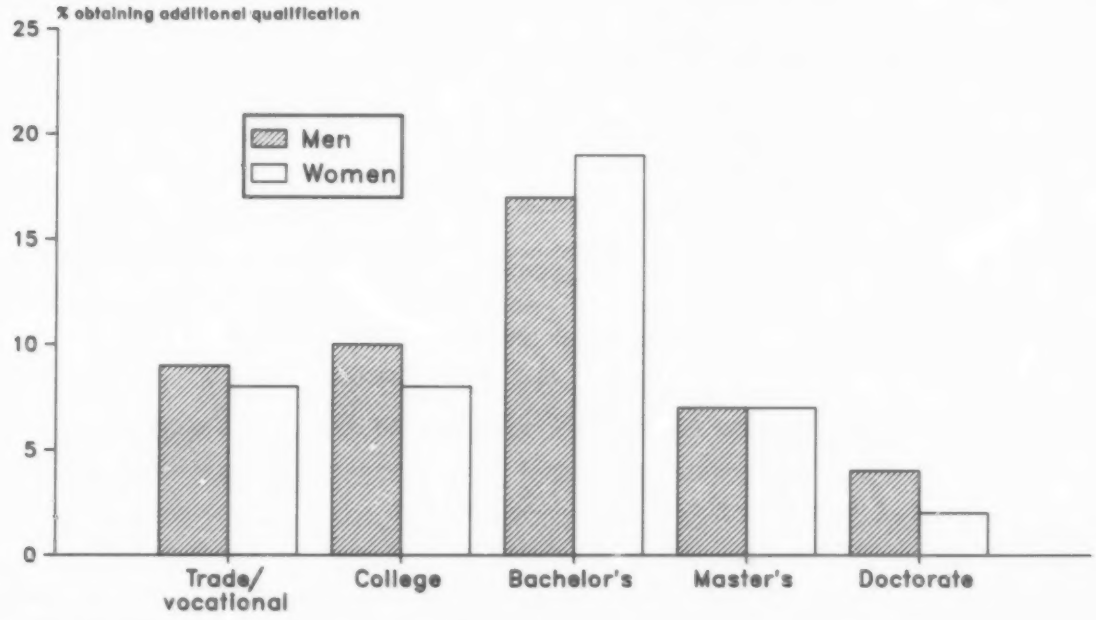
Qualifications granted after graduation

By June/July 1984, just under one-tenth of 1982 trade/vocational and college graduates had added another diploma or certificate to their previous credentials (Chart 22); for most of these graduates, the additional qualifications were at the same educational level as the first.

Almost one in five graduates with a bachelor's degree had acquired more academic credentials by mid-1984 (Chart 22). Of all bachelor's graduates, 8% had earned another bachelor's degree while 4% had studied for a master's.

Almost 7% of master's and 4% of doctoral graduates acquired additional qualifications.

Chart 22
Percent of graduates obtaining additional degree, diploma or certificate after the 1982 graduation, by educational level and sex



Source: National Graduates Survey, June/July 1984.

CHAPTER 9

ATTITUDES OF GRADUATES TOWARD THEIR EDUCATION

Reasons for enrolling

Given the important role education plays in locating individuals within the job market, it is useful to examine some of the reasons that prompted the 1982 graduates to select a particular program of study. University and college graduates[1] were presented with four possible reasons for enrolling in a particular program and asked to rank each on a four-point scale, ranging from "not important" to "very important". These four reasons were: (1) the acquisition of specialized occupational knowledge and skills; (2) the improvement of career prospects; (3) the acquisition of general communication, social and reasoning skills; and (4) the satisfaction of learning and understanding an academic discipline.[2]

This section compares and contrasts these four enrollment reasons only in terms of the proportions of graduates who rated them "very important".

---

[1]Trade/ vocational graduates were not queried about their reasons for enrolling.

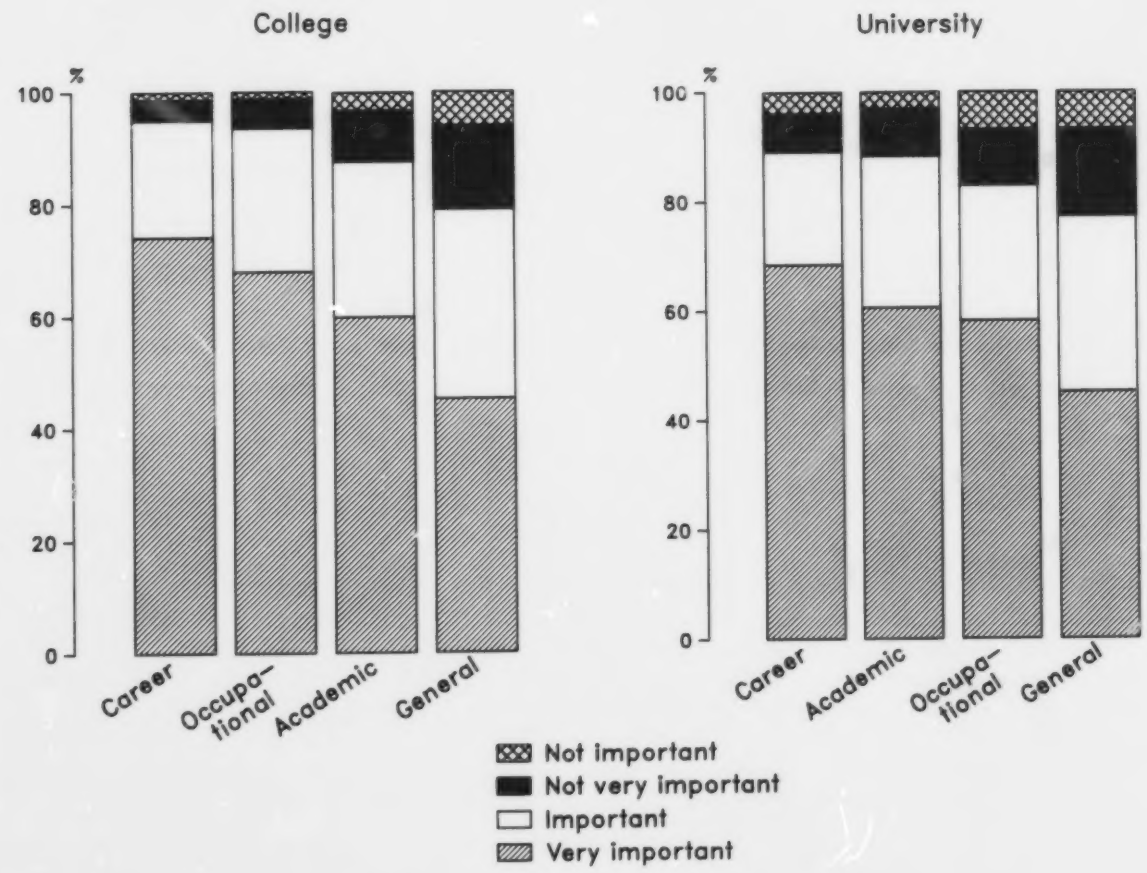
[2]The findings in this chapter are based on questions 91 and 92 of the university/college questionnaire.

College

College graduates favoured the two job-related reasons. Three-quarters considered improving career prospects a very important reason; two-thirds rated the acquisition of specialized occupational knowledge and skills as very important. Academic satisfaction (60%) and general communication, social and reasoning skills (45%) were less likely to be rated as very important enrolment reasons (Chart 23).

Seventy-five percent of females and 74% of males ranked improving career prospects a very important reason. However, a higher proportion of women than men reported academic satisfaction, general communication, social and reasoning skills and specific occupational skills as very important in the selection of their programs.

Chart 23
Importance of reasons for enrolling, college and university graduates



Source: National Graduates Survey, June/July 1984.

University

Improving career prospects was rated very important by 68% of university graduates. Many also regarded academic satisfaction (61%) and the acquisition of specialized occupational knowledge and skills (58%) as very important. Less than half (45%) rated general communication, social and reasoning skills as a very important enrolment reason (Chart 23).

A higher percentage of women than men rated all four reasons as very important. Differences of opinion between the sexes were greatest at the bachelor's level, then declined at the higher educational levels, so that male and female PhDs were the most likely to concur over enrolment reasons.

Of the four reasons for enrolling, bachelor's and master's graduates were the most likely to rank improving career prospect as very important -- 69% and 65% respectively; doctoral degree holders were the most likely to indicate the desire to learn and understand an academic discipline as a very important reason for selecting a program -- 73%.

Graduates' perception of the benefits of their program

University and college graduates[1] were then asked, based on their experiences while in the program and since graduation, to what extent their programs had provided: (1) specialized knowledge and skills required in a particular occupation; (2) improved career prospects; (3) general communication, social and reasoning skills; and (4) the satisfaction of learning and understanding an academic discipline. Graduates ranked each of the four items separately on a four point scale which ranged from "not at all provided by the program" to "provided by the program to a great extent".

This section compares and contrasts only the proportions of graduates who felt their programs provided a given benefit "to a great extent".

---

[1] Trade/vocational graduates were not queried on this subject.

College

Although college programs are generally career-oriented, the graduates rated their programs more highly for academic satisfaction than for any other reason. Forty percent of college graduates reported that their programs had offered academic satisfaction to a great extent. Thirty-six percent of college graduates believed that their studies had improved their career prospects to a great extent, and 34% felt that their programs had provided them with occupational knowledge and skills to a great extent. Less than one in three (27%) graduates thought that the program of study had provided them with general communication, social and reasoning skills to a great extent (Chart 24).

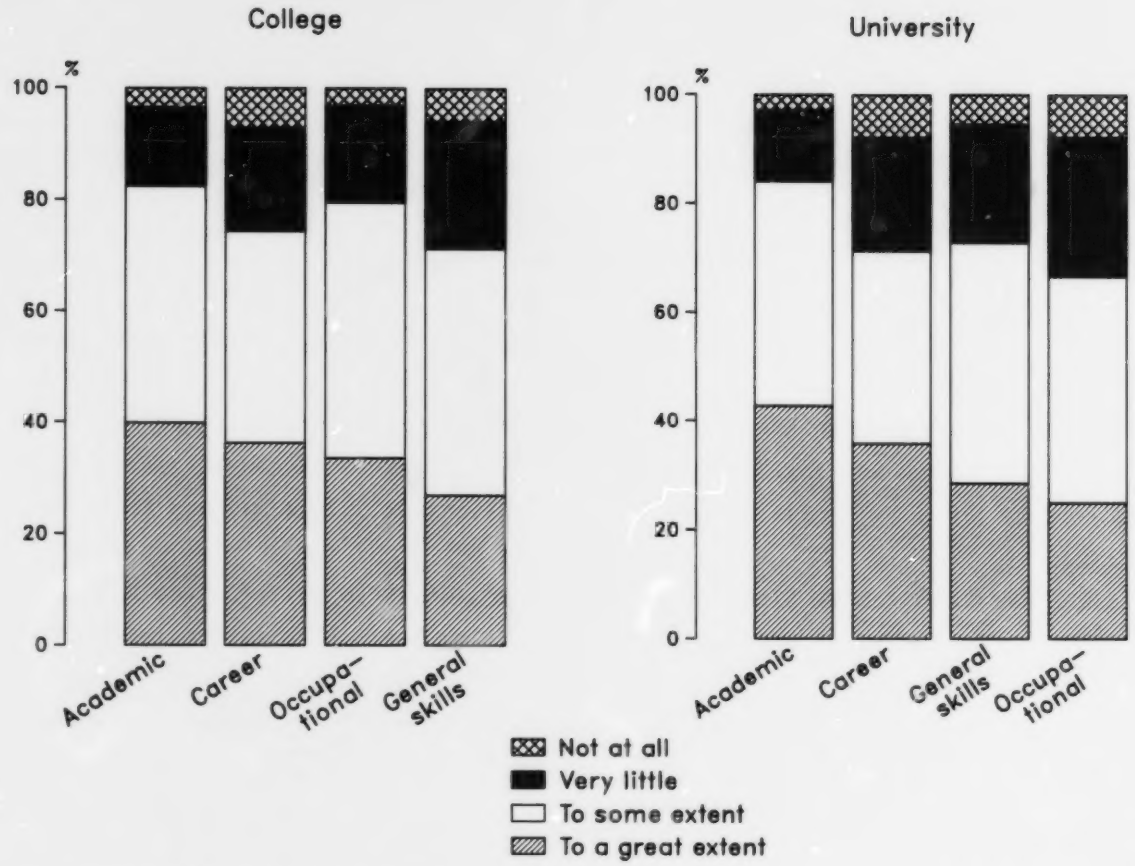
Women were more inclined than men to report that their program had provided all four types of benefits.

University

Like their college counterparts, it was academic satisfaction that university graduates were most likely to find to a great extent in their programs (43%). And like the college graduates, 36% of university graduates reported that their programs had improved their career prospects to a great extent. Twenty-nine percent reported general communication, social and reasoning skills present to a great extent, and one in four university graduates felt that they had gained specialized occupational knowledge and skills to a great extent (Chart 24).

Men with doctorates rated their program higher in terms of specialized occupational knowledge and skills and improved career prospects than all other graduates. At the bachelor's and master's level, a greater proportion of women than men reported that their program provided high levels of general skills and academic satisfaction.

Chart 24
Extent to which program provided various types of benefits, college and university graduates



Source: National Graduates Survey, June/July 1984.

CHAPTER 10

SATISFACTION WITH PROGRAM

Retrospective judgement

Based on their experiences since graduation, trade/vocational, college and university respondents were asked if they would select the same educational program again, a different one or none at all.

While the majority of graduates at all levels would select the same program, university graduates had the largest proportion satisfied with their original choice[1] (Chart 25).

Trade/vocational

Sixty-two percent of trade/vocational graduates responded that, if they had to make the decision again, they would enrol in the same program; one-third would select another educational option and 5% would not undertake any program of study, which represented the highest percentage of any category of graduates who said they would not enrol again in any educational program (Chart 25).

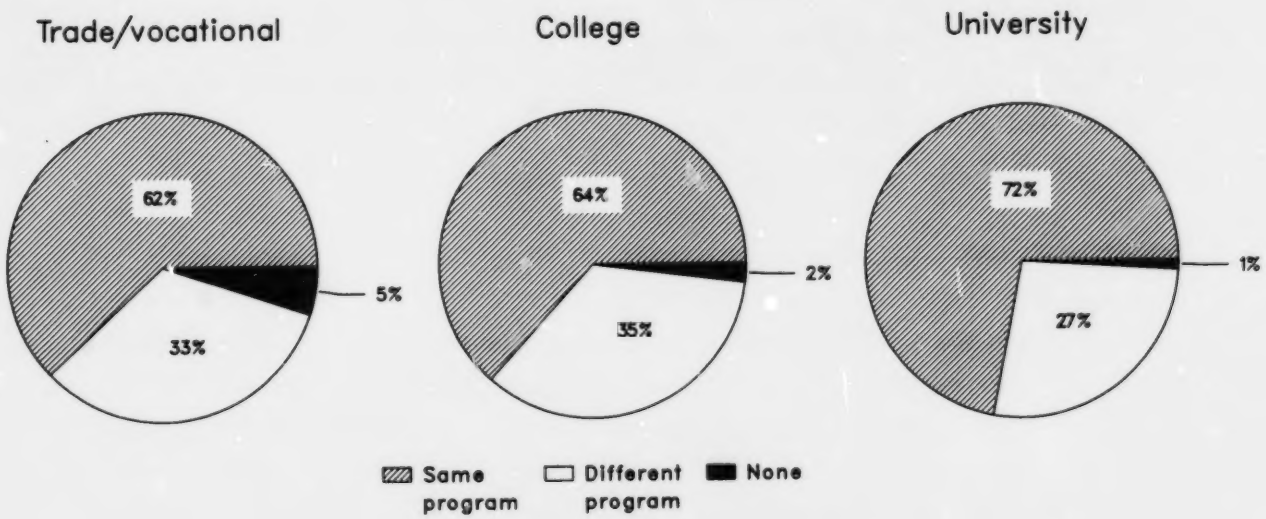
---

[1]The findings in this chapter are based on questions 88 and 89 of the trade/vocational questionnaire and questions 93 and 94 of the university/college questionnaire.

Fifty-nine percent of the male trade/vocational graduates would make the same educational choice again, compared to 67% of the female graduates. While the women who had graduated from these programs were almost as likely as college and university women to want to repeat their programs, the men were less likely to do so than men with college or university qualifications.

Graduates in general arts and science (80%), the arts (70%) and health sciences (69%) were the most likely to express satisfaction with the education they had received; graduates of engineering and applied sciences (59%) were the least willing to want to repeat the same program.

Chart 25
Program choice of graduates in retrospect, by educational level



Source: National Graduates Survey, June/July 1984.

College

Sixty-four percent of college graduates would enrol in their original program, 35% would switch and 2% would not take any courses (Chart 25). Sixty-five percent of the women and 62% of the men would remain in the same program.

Graduates in the humanities (73%) and the health sciences (71%) were the most likely to be satisfied with their programs. Graduates in engineering and applied sciences (62%) and business and commerce (59%) were less likely than graduates in other college disciplines to be willing to repeat the same program.

University

University graduates were the most likely to be satisfied with their original educational choice. Seventy-two percent would select the same program again, 27% would choose a different one and 1% would not enrol at all (Chart 25). Proportionally fewer women were satisfied with their programs than men -- 69% compared to 74%; and among women, it is those with a bachelor's degree that were the least frequently satisfied -- 68% would now enrol in the same program. The graduates most likely to be satisfied were men at the master's level, where 83% would repeat their original educational choice.

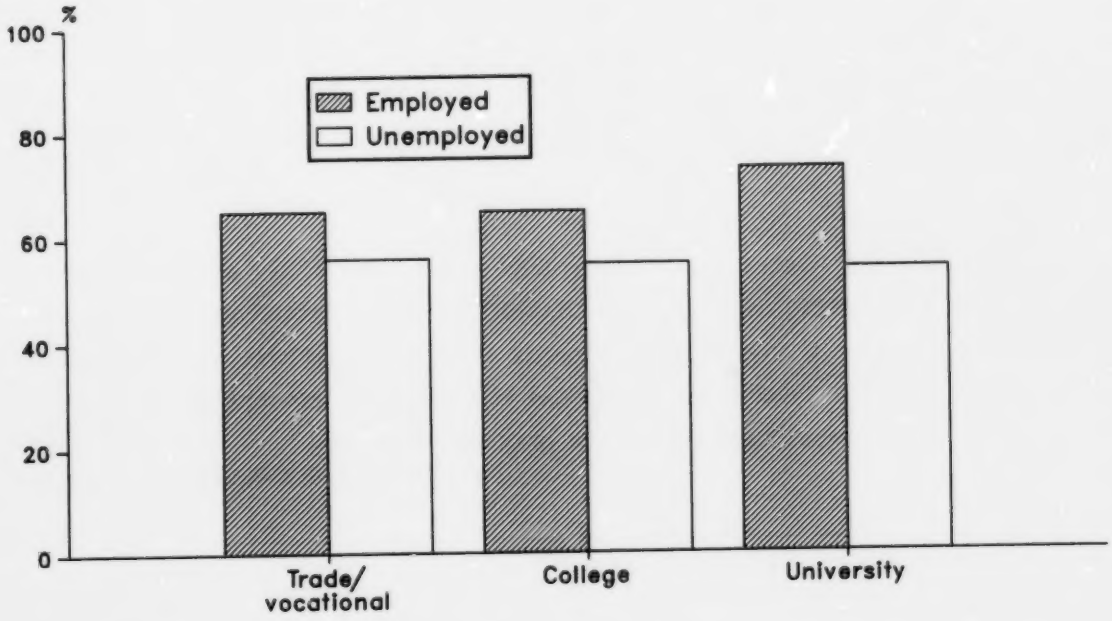
Graduates of the health professions (82%), business (79%) and engineering and applied science (78%) were the most likely to be satisfied with their education. Graduates of the social sciences (64%), agriculture and biological sciences (66%) and the humanities (69%) had the smallest proportion of graduates who would enrol again in their original program.

Employment experience and educational satisfaction

The willingness of graduates to repeat their original educational choice was found to be related to their experiences in the work force. Slightly more than half the graduates who were unemployed in June 1984 would select the same program. Employed graduates were more inclined to do so: 65% of employed trade/vocational and college graduates and 73% of employed university graduates would enrol in the same program (Chart 26).

The difference between employed and unemployed graduates was most apparent at the university level, where the two groups were 19 percentage points apart; this margin of difference declined to almost half the size at the college and trade/vocational levels. Clearly, employed university graduates were the most likely to be satisfied with their original program choice (Chart 26).

Chart 26
Graduates who would take the same program, by labour force status and educational level, June 1984

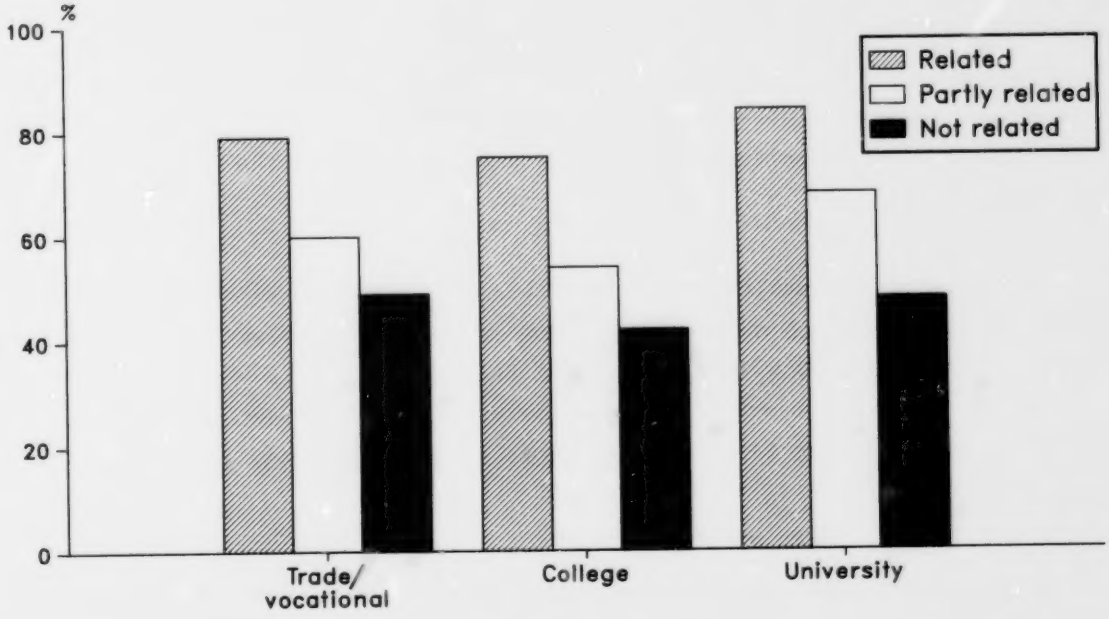


Source: National Graduates Survey, June/July 1984.

However, employment was not the sole factor affecting educational satisfaction; the extent to which the job was related to education also had an influence. Of graduates who were working in June 1984, those in jobs where the match between education and employment was high (related) were the most likely to be satisfied with their education. This finding was most noticeable among university graduates, where 84% of those in related jobs would enrol in the same educational program (Chart 27).

Less than half of the graduates with jobs unrelated to their educational knowledge and skills would repeat their program. This dissatisfaction was most obvious among college graduates, where only 42% of those who were in jobs unrelated to their education would select the same program.

Chart 27
Employed graduates who would take the same program, by relationship of job to education and educational level, June 1984



Source: National Graduates Survey, June/July 1984.

Type of program now desired

Those graduates who indicated that, given their experiences since graduation, they would enrol in a different program, were asked to specify which educational program they would now select.

University and college graduates were presented with three options: (1) university; (2) college; or (3) trade/ vocational program. Trade/vocational graduates were provided with four alternatives: (1) a different trade/vocational course; (2) the same trade program but at a different college or school; (3) college; or (4) university.

Trade/vocational

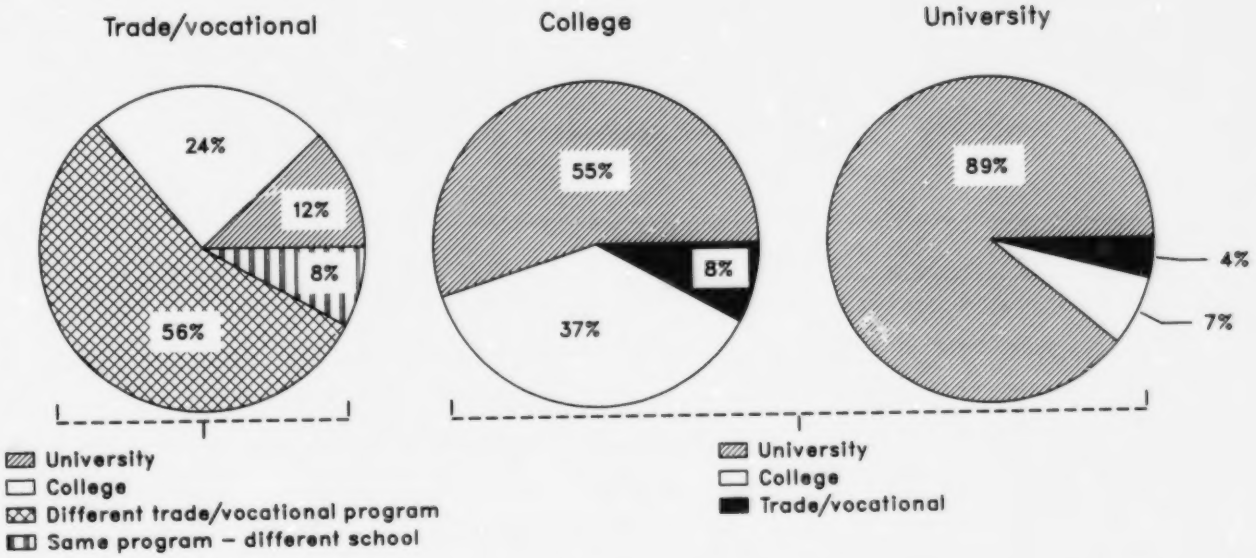
Among trade/vocational graduates, exactly one-third would pick a different program. The majority of that group, 64%, would remain at the trade/vocational level, either selecting a different program or a different school. Almost one-quarter would attend college and 12% would pursue a university qualification (Chart 28). Women were more likely than men to want to study at college or university. Twenty-seven percent of women would enroll in college and 16% in university; college attracted 21% of the men and university 9%.

Graduates of the health field, at 56%*, were the most likely to indicate a preference for college or university programs, while engineering and applied science graduates, at 30%, were the least inclined to do so.

College

College graduates were the most likely to want to select another educational level. Among the 35% of all graduates who would select a different type of program, 55% of them would pursue a university qualification, 37% would remain at the college level in another field of study, and 8% would rather pick a trade/vocational program (Chart 28).

Chart 28
Graduates who would take a different program,
by type of program now desired and educational level



Source: National Graduates Survey, June/July 1984.

Among the men, 10% would select trade/vocational, 34% a different college program, and 56% university. Six percent of the women would enrol in a trade/vocational program, 38% in college and 55% would attend university.

Health science graduates were the most likely to wish to enrol outside the college system: 60% would register in a university program and 6%* would select a trade/vocational program. Business graduates, at 42%, were the most likely to remain at the college level, but pick a different college program.

University

Twenty-seven percent of all university graduates would not pursue the same academic program again; the vast majority (89%) would remain in university but take another program (Chart 28). Bachelor's were proportionately less likely than either master's or doctorates to say they would again enrol in a university program (Table 27).

Table 27. Type of program university graduates now desire, by educational level

	Bachelor's	Master's	Doctorate	Total
	(percent of those who would switch)			
University	88	96	98	89
College	8	2*	--	7
Trade/vocational	4	3*	--	4
TOTAL	100%	100%	100%	100%

Note: Percentages may not add to 100% due to rounding.

Source: National Graduates Survey, June/July 1984.

The response patterns of men and women were quite similar: 90% of the men and 88% of the women who would not repeat their original program choice would remain at the university level, but select a different field of study.

Among all university graduates, those in fine and applied arts had the highest proportion of graduates -- 16% -- who would now enrol in a college or trade/vocational program rather than a university program; graduates in health sciences had the lowest proportion - 5%.

CHAPTER 11

FINANCIAL ASSISTANCE

Higher education is costly and not all students are able to finance their education without assistance. University and college graduates were asked if they had ever borrowed to finance their education; how much they owed to student loans programs when they graduated in 1982; whether they owed money to other sources at graduation; and if so, how much they owed.

Trade/vocational graduates were simply asked to identify, from a list of possible sources, who paid the fees for their program.[1]

Trade/vocational

Twenty-two percent of trade/vocational graduates paid their own fees, 3% were enrolled in courses without fees and the balance had their fees paid by government or other sources. Employment and Immigration Canada was the biggest contributor, sponsoring almost two-thirds of all graduates (Table 28).

While the majority of men and women were sponsored by Employment and Immigration Canada, a higher proportion of men than women were funded by this source (Table 28). Another difference emerged in the proportion of male and female respondents who paid their own fees: women were more likely than men to be in this category.

---

[1]The findings in this chapter are based on question 10 of the trade/vocational questionnaire and questions 96, 97, 98 and 99 of the university/college questionnaire.

Table 28. Source of fee payment for trade/vocational programs

	Men	Women	Total
		(percent of graduates)	
Respondent	20	26	22
Employment and Immigration Canada	69	59	65
Provincial government	4	4	4
More than one source	2	2	2
Other	3	6	5
No fees	3	3	3
TOTAL	100%	100%	100%

Note: Percentages may not add to 100% due to rounding.

Source: National Graduates Survey, June/July 1984.

College

Forty-one percent of all college graduates borrowed to finance their education (Table 29). The natural sciences, health sciences and the arts had the highest proportion of borrowers - almost half of all graduates in each field had borrowed; business and commerce had the lowest proportion, with one-third of the graduates having borrowed.

The proportion of men and women who borrowed varied by field of study. Women in the natural sciences, health sciences and the social sciences and men in the health sciences, natural sciences and the arts were the most likely to have borrowed. Differences between the percentages of men and women who borrowed were largest in the social sciences, health sciences and the arts (Table 29).

Table 29. College graduates who borrowed to finance their education, by field of study and sex

	Men	Women	Total
	(percent of graduates)		
Arts	48	43	46
Business and commerce	36	32	33
Engineering and applied sciences	42	41	42
General arts and science	--	--	--
Humanities and related	39	39	39
Health sciences and related	52	46	47
Natural sciences and primary industries	49	50	49
Social sciences and services	38	45	43
All fields of study	42	40	41

Source: National Graduates Survey, June/July 1984.

Among college graduates who had repayable loans outstanding at graduation in 1982, three-quarters were indebted to student loans programs; 10% owed money to other sources and 15% had used both student loans programs and other sources to finance their education (Table 30).

The sources of borrowing of men and women were somewhat different: proportionately more women than men had outstanding debts with student loans programs and proportionately more men had repayable loans to other or both sources compared to women (Table ?).

Table 30. College graduates who had repayable loans outstanding at graduation, by source of borrowing and sex, 1982

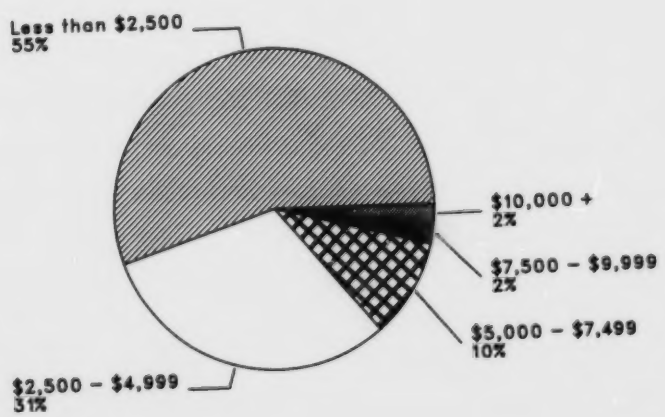
	Men	Women	Total
	(percent of borrowers)		
Student loans programs	70	79	75
Other sources	12	9	10
Both[1]	18	12	15
TOTAL	100%	100%	100%

[1]Refers to student loans programs and other sources.

Source: National Graduates Survey, June/July 1984.

A measure of total indebtedness was calculated by adding the amounts graduates owed to both student loans programs and other sources. Slightly more than half of all borrowers owed less than $2,500 at graduation and the majority, 86%, had debts of less than $5,000 (Chart 29). Seventeen percent of men and 12% of women owed more than $5,000 by the time they completed their programs in 1982.

Chart 29
Total indebtedness of college borrowers at graduation



Source: National Graduate Survey, June/July 1984.

University

Half of all university graduates borrowed to finance their education (Table 31). However, patterns of borrowing varied across fields of study and by sex. The health professions had the highest proportion of borrowers and business had the lowest.

A smaller percentage of women than men financed their education through borrowing and this difference was most pronounced in such fields as fine and applied arts, humanities, social sciences and the health professions.

Table 31. University graduates who borrowed to finance their education, by field of study and sex

	Men	Women	Total
	(percent of graduates)		
Agriculture and biological sciences	51	52	52
Business, management and commerce	44	39	42
Education	50	51	51
Engineering and applied sciences	52	52	52
Fine and applied arts	67	41	50
General arts and science	--	--	--
Humanities	50	40	44
Health professions	73	53	60
Mathematics and physical sciences	47	47	47
Social sciences	57	48	52
All fields of study	52	47	50

Source: National Graduates Survey, June/July 1984.

Of those university graduates who had repayable loans outstanding at graduation, almost three-quarters had borrowed from student loans programs, 12% from other sources, and 15% from both sources. Unlike college borrowers, almost equal proportions of men and women owed money to student loans programs, to other sources and to both (Table 32).

Table 32. University graduates who had repayable loans outstanding at graduation, by source of borrowing and sex, 1982

	Men	Women	Total
	(percent of borrowers)		
Student loans programs	72	74	73
Other sources	12	12	12
Both[1]	16	14	15
TOTAL	100%	100%	100%

[1]Refers to student loans program and other sources.

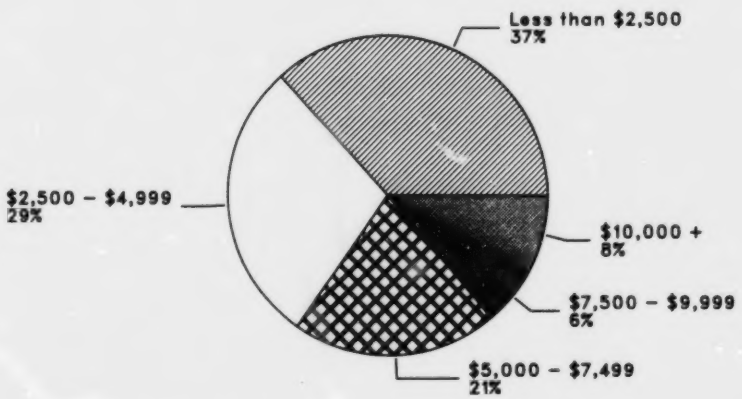
Source: National Graduates Survey, June/July 1984.

When total indebtedness is calculated, the data show that 37% of university borrowers owed less than $2,500 and two-thirds had debts of less than $5,000 (Chart 30). University borrowers were more likely to carry a heavier debt load than their college counterparts, not an unexpected finding considering the longer duration of most university programs: 14% of college borrowers owed more than $5,000 (Chart 29) compared to 35% of university graduates (Chart 30).

Proportionately speaking, the patterns of indebtedness were quite similar for men and women: in both groups, approximately two-thirds owed less than $5,000 and about one-quarter owed between $5,000 and $9,999; however, 9% of men compared to 6% of women had debts in excess of $10,000 (see Appendix C for provincial data).

Health science borrowers were the most likely to owe more than $10,000: 19% of the borrowers in this field of study owed in excess of $10,000, over twice as high as the next highest fields, engineering (9%*) and the social sciences (8%).

Chart 30
Total indebtedness of university borrowers at graduation



Source: National Graduate Survey, June/July 1984.

CHAPTER 12

MIGRATION OF GRADUATES

The migration of trade/vocational, college and university graduates is an important policy issue for governments. The investment in education may be lost if, after earning their credentials, substantial numbers of graduates seek opportunities elsewhere.

A number of students choose to attend an educational institution outside their own province, particularly in the Maritimes. After graduation, they may return to the province where they lived before enrolling, remain in the province where they studied, or move to another province where job opportunities are better.

The National Graduates Survey did not ask graduates why they had moved. However, it does allow the measurement of the amount of interprovincial movement over two periods: from the time before enrolling to graduation (i.e., the period before graduation) and from graduation to June 1984 (i.e., the period after graduation). Migration before and after graduation can be combined to determine the extent of migration over the entire period from pre-enrollment to June 1984[1].

---

[1]The number of months or years between the time just before enrolling and graduation depends on the duration of the graduate's program. As trade/vocational programs are shorter than college programs, which are usually shorter than undergraduate programs, this factor should be taken into consideration when comparing mobility among qualification levels before graduation.

Interprovincial migration is measured by comparing the individual's province of residence during the 12 months before enrollment (province of residence), the province where he or she graduated in 1982 (province of study) and the province where the interview was conducted in June 1984 (province of interview).[1]

Trade/vocational

Taking Canada as a whole, very few trade/vocational graduates (2%) had moved from their province of residence to study in another province. Slightly more, 1,817 compared to 1,074, moved to another province after graduating (Table 33 and Chart 31).

The findings for individual provinces reveal more variation of movement between provinces. Over one-quarter of graduates who lived in Alberta before enrolling moved to another province to go to school, and less than 15% of those Albertans who studied in another province returned after graduation. On the other hand, more trade/vocational graduates moved to Alberta after completing their studies than to any other province. Newfoundland experienced the largest net loss -- 5% -- over the period between enrollment and June 1984.

College

College graduates were more mobile, both before and after attending school, than their trade/vocational counterparts (Table 33). Three percent left their province of residence to study in another province, while 5% moved after graduating (1,676 compared to 2,861).

---

[1]The province of residence during the 12 months before enrollment was determined in questions 25 and 26, while province of interview was identified in question 103 for trade/vocational graduates and question 111 for university and college graduates. The province of study was determined using information collected when the list of graduates was obtained from participating institutions. The province of residence in June/July 1984 was not ascertained directly, and the province of interview has to be used as a proxy for residence.

Alberta, Ontario and Prince Edward Island were the only provinces that attracted more individuals than they lost before graduation. However, Alberta was the only one of the three to gain in the period after graduation; in Ontario, over one thousand of the graduates who had studied there left, while less than 400 entered from other provinces; in Prince Edward Island, 234 Island-educated graduates left and 39 entered.

During the period covered by the survey -- the 12 months before enrolling to June 1984 -- Alberta, at 10%, experienced the largest net influx. Quebec lost the greatest number -- 234 -- but they represented less than 2% of those whose province of residence before enrolling had been Quebec.

University

University graduates were more mobile than their trade/vocational and college counterparts, both before and after graduation (Table 33). Seven percent of them (7,112) had left their home province to study elsewhere; after graduating, 12% (11,498) crossed provincial borders.

Nova Scotia, Ontario and Saskatchewan were the only provinces that attracted more students before graduation than they lost. Over 3,000 non-Ontario residents studied in Ontario, while less than 1,000 Ontario residents attended universities elsewhere. The reverse occurred in Quebec, where nearly 2,000 Quebec residents studied outside the province and about 500 from other provinces enrolled in Quebec universities.

After graduation, over 3,900 graduates from Ontario universities left the province, while less than 2,900 entered. Quebec lost nearly as many graduates as it gained from other provinces. Alberta saw nearly 800 graduates who had studied there leave, while nearly 2,500 from other provinces entered.

Over the entire period, as with the college graduates, Alberta profited the most, gaining over 1,400 graduates during this time, an increase of 20%. Quebec suffered the largest net loss, at nearly 1,500 or 5%.

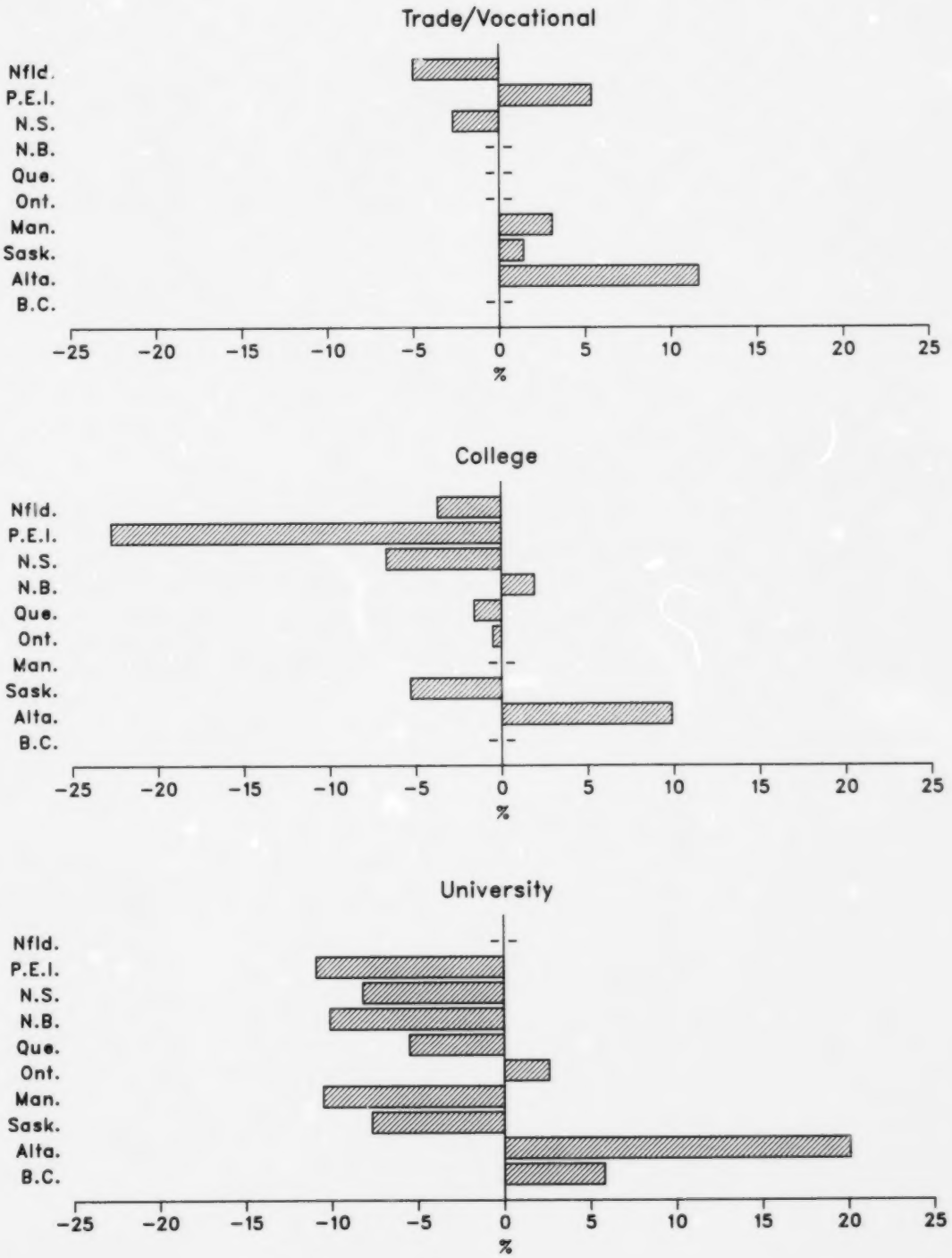
Table 33. Migration of graduates in the period between the 12 months before enrolling and June/July 1984, by province and educational level

Educational Level	Before enrolling	Migration between just before enrolling and graduation		At graduation	Migration after graduation		When interviewed in June/July 1984
	Graduates residing in province before enrolling	Residents leaving to study in other provinces	Residents of other provinces entering to study	Graduates graduating from an institution in province	Graduates leaving province after graduating	Graduates entering from other provinces after graduation	Graduates interviewed in June/July 1984
Trade/vocational							
Nfld.	3,614	--	89*	3,673	281	—	3,435
P.E.I.	239	-	—	245	19	26	252
N.S.	3,790	78*	91*	3,803	250	135	3,688
N.B.	1,827	--	--	1,839	111*	--	1,797
Que.	15,019	--	—	15,016	—	—	14,972
Ont.	17,173	205*	328*	17,295	396*	383*	17,283
Man.	1,880	--	123	1,983	161	115	1,938
Sask.	1,550	85	48	1,512	73	133	1,572
Alta.	1,451	396	59*	1,113	70	576	1,620
B.C.	7,323	—	170*	7,413	294	165*	7,284
Territories	97	—	--	--	—	--	120
Canada	53,963	1,074	1,074	53,963	1,817	1,817	53,963
College							
Nfld.	763	76	28	714	70	90	735
P.E.I.	401	41	144	504	234	39	310
N.S.	776	128	38	687	140	177	724
N.B.	620	154	58	523	98	206	632
Que.	14,466	265	—	14,236	329	325	14,232
Ont.	23,826	123*	616	24,319	1,004	385	23,700
Man.	1,365	120	58	1,303	106	177	1,374
Sask.	1,217	250	61	1,028	160	285	1,153
Alta.	5,350	215	560	5,695	530	714	5,880
B.C.	3,793	244	81*	3,629	194	384	3,820
Territories	61*	61*	-	-	-	79*	79*
Canada	52,639	1,676	1,676	52,639	2,861	2,861	52,639
University							
Nfld.	1,637	199	55	1,493	174	316	1,635
P.E.I.	411	202	39	247	80	198	366
N.S.	3,965	331	884	4,517	1,504	624	3,638
N.B.	2,319	517	461	2,263	815	636	2,084
Que.	26,903	1,989	505*	25,419	1,943	1,960	25,435
Ont.	38,302	983	3,090	40,408	3,948	2,851	39,311
Man.	4,139	435	355	4,058	794	442	3,706
Sask.	3,465	365	385	3,485	782	496	3,198
Alta.	7,107	1,040	764	6,832	783	2,487	8,535
B.C.	6,615	804	576	6,387	677	1,291	7,001
Territories	247	247	-	-	-	199	199
Canada	95,109	7,112	7,112	95,109	11,498	11,498	95,109

Note: All 1982 graduates living outside Canada in June 1984 are excluded. In addition, 7,626 graduates are excluded from this table as they did not report their principal residence before enrolling, or indicated their principal residence before enrolling was outside Canada, or did not have their province of interview recorded.

Source: National Graduates Survey, June/July 1984.

Chart 31
Interprovincial movement of graduates (Net percentage change between the 12 months before enrolling and June 1984), by educational level



-- Data not reliable enough to be released.

Source: National Graduates Survey, June / July 1984.

APPENDIX A

GRADUATES' EXPERIENCES IN THE LABOUR MARKET, BY PROVINCE OF INTERVIEW

Detailed information about trade/vocational, college and university graduates by province of interview is provided in this appendix. Data on such topics as labour force participation, graduates working full-time, unemployment rate, average number of months of unemployment, relationship of job to education, median annual earnings, and occupation and industry are all shown. Table A-1 provides some additional information useful for interpreting the following tables.

The province of interview refers to the province where the graduate was interviewed in June/July 1984; it is not necessarily the same as where they had studied or where they resided.

Table A-1. Explanation of tables in Appendix A

Details on Education and Employment	
I) WEIGHTED SAMPLE	Weighted number of graduates still living in Canada in June 1984 who graduated from one of the institutions in the sample frame.
1) Studied in same province as interviewed	Percentage of weighted sample who studied in the same province as interviewed.
II) LABOUR FORCE PARTICIPATION RATE 1) January 1983 2) October 1983 3) June 1984	Graduates working or looking for work as a percentage of the weighted sample. Those who have accepted a full-time job to start in the future are part of the labour force.
III) PERCENTAGE OF GRADUATES IN THE LABOUR FORCE WHO WORKED FULL-TIME 1) January 1983 2) October 1983 3) June 1984	Graduates working full-time as a percentage of graduates in the labour force.
IV) UNEMPLOYMENT RATE (1) 1) January 1983 2) October 1983 3) June 1984	Those not working and looking for work and those who have accepted a full-time job to start in the future as a percentage of the labour force. Due to different questions in this survey, the definition of unemployment does not exactly agree with the Labour Force Survey.
V) AVERAGE NUMBER OF MONTHS OF UNEMPLOYMENT (2)	Does not include graduates who had found a job before graduation or those who were employed and did not look for work. It represents the average length of time spent without work and looking for work between graduation and June 1984. Job search may occur over several periods of time during the two years after graduation.

See footnotes at end of table.

Table A-1. Explanation of tables in Appendix A - concluded

Details on Education and Employment	
VI) EMPLOYED FULL-TIME (June 1984)	Number of graduates in the survey working full-time in June 1984.
1) No. self-employed or unpaid family workers	
2) Relationship of job to education a) direct b) partial c) not related	As a percentage of graduates working full-time in June 1984 who responded to the question under investigation. 2) and 3) exclude self-employed and unpaid family workers.
3) Satisfied with job(3)	
4) No previous work experience	
5) Median annual earnings a) all graduates working full-time b) no previous work experience	Median annual earnings of graduates working full-time in June 1984 who answered the earnings question. Graduates were asked to estimate their annual earnings as if they were to stay in their June 1984 job for the entire 1984 calendar year.
6) Satisfied with salary(3)	As a percentage of graduates working full-time in June 1984 who responded to the question
7) Job does not require a university degree, certificate or diploma(4)	under investigation. 6) and 7) exclude self-employed and unpaid family workers.
8) Would have selected the same educational program	
9) Occupations (SOC) Managerial, Administrative & related (SOC 11) Natural Sciences, Engineering & Mathematics (SOC 21) Social Sciences & related fields (SOC 23) . . .	As a percentage of graduates working full-time in June 1984 who indicated an occupation. 1980 Standard Occupational Classification.
10) Industries (SIC) Div A - Agriculture & related service industries Div C - Logging and forestry . . .	As a percentage of graduates working full-time in June 1984 who identified an industry. 1980 Standard Industrial Classification.

[1]Includes graduates who accepted a full-time job to start in the future.
[2]Represents the average length of time spent without work and looking for work between graduation and June 1984. Not necessarily continuous unemployment.
[3]Excludes self-employed and unpaid family workers. Includes paid workers.
[4]Excludes self-employed and unpaid family workers. Excludes graduates who started their June 1984 job before 1980.
Source: National Graduates Survey, June/July 1984.

Table A-2. Provincial comparison of labour market outcomes for trade/vocational graduates

	Province where respondent was interviewed										
	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
I) WEIGHTED SAMPLE	55,784	3,435	252	3,731	1,831	15,036	17,482	1,945	1,577	1,623	7,345	120
1) Studied in same province as interviewed	97%	99%	90%	96%	96%	99%	98%	94%	91%	65%	98%	52%
II) LABOUR FORCE PARTICIPATION RATE												
1) January 1983	90%	89%	93%	91%	89%	90%	90%	93%	91%	88%	86%	81%
2) October 1983	92%	88%	95%	92%	95%	92%	92%	95%	94%	90%	90%	88%
3) June 1984	94%	93%	96%	95%	98%	93%	94%	96%	96%	94%	93%	100%
III) PERCENTAGE OF GRADUATES IN THE LABOUR FORCE WHO WORKED FULL-TIME												
1) January 1983	50%	40%	54%	52%	52%	44%	50%	68%	72%	62%	52%	74%
2) October 1983	62%	51%	67%	60%	59%	55%	65%	77%	79%	76%	60%	75%
3) June 1984	64%	53%	68%	62%	61%	55%	69%	81%	80%	75%	62%	73%
IV) UNEMPLOYMENT RATE (1)												
1) January 1983	37%	49%	31%	32%	34%	47%	36%	20%	16%	27%	30%	11%
2) October 1983	26%	38%	20%	25%	27%	36%	22%	13%	12%	13%	22%	17%
3) June 1984	26%	37%	21%	25%	26%	35%	20%	10%	12%	17%	23%	19%
V) AVERAGE NUMBER OF MONTHS OF UNEMPLOYMENT (2)	10	13	11	10	10	12	9	7	6	7	10	6
VI) EMPLOYED FULL-TIME(June 1984)	32,999	1,702	163	2,162	1,089	7,547	11,269	1,499	1,196	1,145	4,181	87
1) No. self-employed or unpaid family workers	1,689	--	--	88*	--	369*	557	93	132	45*	221*	--
2) Relationship of job to education(3)												
a) direct	47%	50%	54%	45%	43%	45%	42%	53%	64%	52%	56%	53%
b) partial	18%	15%	13%	19%	15%*	13%	21%	21%	15%	23%	17%	32%
c) not related	36%	35%	33%	36%	42%	42%	38%	26%	21%	25%	27%	14%
3) Satisfied with job(3)	85%	88%	93%	87%	84%	85%	83%	90%	90%	87%	85%	84%
4) No previous work experience	21%	47%	13%	62%	43%	9%	14%	26%	34%	25%	23%	35%

See footnotes at end of table A-1.

Table A-2. Provincial comparison of labour market outcomes for trade/vocational graduates - continued

	Province where respondent was interviewed											
	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
5) Median annual earnings												
a) all graduates working full-time	$15,000	$12,000	$15,000	$12,000	$14,000	$15,000	$15,000	$14,000	$15,000	$16,000	$15,000	$21,000
b) no previous work experience	$13,000	$11,000	$12,000	$12,000	$13,000	$11,000	$14,000	$13,000	$14,000	$16,000	$12,000	$16,000
6) Satisfied with salary(3)	72%	76%	84%	77%	73%	69%	70%	78%	77%	75%	73%	83%
7) Would have selected the same educational program	65%	68%	81%	64%	64%	67%	61%	64%	70%	63%	75%	79%
8) Occupations (SOC)												
Managerial, administrative & related (SOC 11)	5%	3%	--	5%*	--	5%	5%	7%	3%*	--	3%*	--
Natural sciences, engineering & mathematics (SOC 21)	4%	3%	--	3%*	--	3%*	5%	5%	2%*	4%*	--	--
Medicine & health (SOC 31)	6%	8%	--	4%*	--	--	3%*	9%	17%	17%	13%	--
Clerical & related (SOC 41)	19%	22%	25%	18%	22%	15%	18%	21%	16%	25%	23%	29%
Sales (SOC 51)	5%	11%	11%	7%	--	5%	3%*	4%	3%*	5%*	5%*	--
Service (SOC 61)	13%	18%	18%	17%	15%*	17%	9%	8%	9%	11%	15%	--
Farming, horticulture & animal husbandry (SOC 71)	3%	--	--	--	--	3%*	3%*	2%*	10%	4%*	--	--
Forestry & logging (SOC 75)	1%	--	--	--	--	--	--	--	--	--	3%*	--
Processing (SOC 81/82)	5%	3%	--	4%*	--	8%	5%	2%*	--	5%*	5%	--
Machine & related (SOC 83)	5%	--	--	4%*	--	6%	8%	3%*	2%*	--	4%*	--
Product fabricating, assembling & repairing (SOC 85)	17%	8%	8%	14%	12%*	19%	21%	19%	18%	5%*	10%	--
Construction trades (SOC 87)	7%	9%	--	10%	11%*	4%*	9%	7%	8%	7%	3%*	--
Transport equipment operating (SOC 91)	3%	--	9%	4%*	--	4%*	3%*	4%*	5%	5%*	--	--
Material handling & related, N.E.C. (SOC 93)	2%	--	--	--	--	--	2%*	3%*	--	--	--	--
Other crafts & equipment operating (SOC 95	2%	--	--	--	--	--	--	4%*	3%*	3%*	--	--
Other (SOC 73, 75, 77, 83, 93)	5%	5%	6%	4%*	--	5%	4%	3%*	--	5%	6%	--

Table A-2. Provincial comparison of labour market outcomes for trade/vocational graduates - concluded

	Canada	Province where respondent was interviewed										
		Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
9) Industries												
Div A - Agriculture & related service	2%	--	--	--	--	2%*	--	2%	10%	3%	--	--
Div C - Logging & forestry	2%	--	--	--	--	--	--	--	--	--	4%*	--
Div D - Mining (including milling), quarrying & oil well	1%*	--	--	--	--	--	--	--	--	6%	--	--
Div E - Manufacturing	24%	10%	16%	16%	13%	28%	35%	15%	8%	11%	12%	--
Div F - Construction	7%	7%*	--	10%	--	5%*	9%	8%	6%	5%*	3%*	--
Div G - Transportation & storage	3%	--	11%	3%*	--	2%*	2%*	7%	4%	7%	3%*	--
Div H - Communication & other utility	2%	--	--	--	--	--	3%*	--	2%*	--	--	--
Div I - Wholesale trade	5%	5%*	--	6%	--	4%*	5%	9%	11%	6%	5%	--
Div J - Retail trade	13%	20%	15%	16%	16%*	16%	9%	14%	12%	9%	10%	--
Div K - Finance & insurance	3%	--	--	3%*	--	2%*	4%	7%	3%*	--	3%*	--
Div M - Business service	4%	--	--	3%*	--	4%*	5%	4%*	3%*	--	7%	--
Div N - Government service	7%	10%	12%	8%	11%*	6%	6%	9%	7%	10%	8%	--
Maj Grp 81 - Federal government service	4%	4%*	--	6%*	--	2%*	4%	4%*	2%*	--	4%*	--
Maj Grp 82 - Provincial & territorial government service	2%	5%	6%	--	--	2%*	--	3%*	3%*	5%*	--	--
Maj Grp 83 - Local government service	2%	--	--	--	--	--	--	--	2%*	3%*	--	--
Div O - Educational service	2%	--	--	--	--	2%*	--	--	3%*	3%*	--	--
Div P - Health & social service	10%	11%	--	8%	9%*	6%	7%	12%	21%	21%	19%	--
Div Q - Accommodation, food & beverage service	7%	6%	--	6%	--	11%	6%	4%*	3%*	6%*	8%	--
Div R - Other service	8%	13%	10%	11%	12%*	7%	5%	6%	6%	6%	11%	--
Other industries (Div B, L)	2%	4%*	--	4%*	--	--	--	--	--	--	--	--

Source: National Graduates Survey, June/July 1984.

Table A-3. Provincial comparison of labour market outcomes for college graduates

	Canada	Province where respondent was interviewed										
		Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
I) WEIGHTED SAMPLE	54,081	736	311	735	642	14,269	23,974	1,381	1,156	5,963	3,844	79*
1) Studied in same province as interviewed	95%	88%	88%	76%	68%	98%	98%	87%	75%	88%	90%	--
II) LABOUR FORCE PARTICIPATION RATES												
1) January 1983	90%	93%	92%	94%	95%	88%	90%	91%	95%	90%	90%	95%*
2) October 1983	92%	92%	95%	95%	93%	89%	94%	91%	94%	92%	91%	95%*
3) June 1984	97%	97%	98%	98%	97%	96%	97%	96%	97%	96%	96%	95%*
III) PERCENTAGE OF GRADUATES IN THE LABOUR FORCE WHO WORKED FULL-TIME												
1) January 1983	68%	70%	60%	69%	68%	60%	70%	73%	82%	81%	63%	86%*
2) October 1983	77%	86%	72%	76%	78%	69%	80%	80%	82%	85%	72%	88%*
3) June 1984	80%	83%	72%	81%	81%	73%	83%	83%	87%	84%	74%	100%*
IV) UNEMPLOYMENT RATE (1)												
1) January 1983	16%	24%	21%	18%	19%	22%	14%	14%	10%	10%	17%	--
2) October 1983	10%	9%	13%	13%	13%	14%	8%	8%	9%	7%	12%	--
3) June 1984	10%	14%	16%	11%	13%	14%	8%	7%	5%	7%	14%	--
V) AVERAGE NUMBER OF MONTHS OF UNEMPLOYMENT (2)	7	8	7	7	7	7	6	6	5	5	8	--
VI) EMPLOYED FULL-TIME(June 1984)	41,433	590	220	577	499	9,892	19,132	1,100	977	4,830	2,734	75*
1) No. self-employed or unpaid family workers	1,385	--	17	--	--	164*	763	36	28	212	129	--
2) Relationship of job to education(3)												
a) direct	62%	75%	65%	79%	76%	60%	61%	69%	71%	61%	63%	73%*
b) partial	23%	18%	19%	11%	13%	25%	24%	20%	19%	20%	21%	--
c) not related	15%	8%	17%	10%	11%	16%	15%	12%	10%	19%	17%	--
3) Satisfied with job(3)	89%	90%	92%	92%	92%	91%	89%	92%	91%	88%	87%	95%*
4) No previous work experience	63%	65%	45%	56%	61%	85%	62%	43%	53%	48%	39%	--

See footnotes at end of table A-1.

Table A-3. Provincial comparison of labour market outcomes for college graduates - continued

	Province where respondent was interviewed										
	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
5) Median annual earnings												
a) all graduates working full-time	$16,000	$21,000	$15,000	$21,000	$20,000	$16,000	$17,000	$21,000	$22,000	$20,000	$20,000	$27,000*
b) no previous work experience	$17,000	$21,000	$12,000	$21,000	$20,000	$16,000	$16,000	$20,000	$22,000	$19,000	$19,000	--
6) Satisfied with salary(3)	75%	79%	75%	82%	76%	74%	74%	82%	83%	81%	71%	94%*
7) Job does not require a college certificate or diploma(4)	35%	22%	41%	20%	20%	31%	38%	25%	26%	36%	38%	--
8) Would have selected the same educational program	65%	72%	73%	71%	71%	70%	61%	67%	66%	67%	72%	77%*
9) Occupations (SOC)												
Managerial, administrative & related (SOC 11)	11%	8%	19%	4%	5%	11%	11%	14%	9%	11%	13%	--
Natural sciences, engineering & mathematics (SOC 21)	12%	11%	7%	14%	17%	17%	10%	14%	15%	14%	12%	--
Social sciences & related (SOC 23)	4%	--	--	--	--	3%	5%	--	3%*	3%*	--	--
Teaching & related (SOC 27)	3%	--	--	4%	--	4%	4%	2%*	2%*	3%*	3%*	--
Medicine & health (SOC 31)	18%	42%	16%	42%	42%	13%	15%	38%	39%	15%	24%	--
Artistic, literary, recreational & related (SOC 33)	4%	3%	7%	--	--	3%	5%	2%*	1%*	4%*	4%*	--
Clerical & related (SOC 41)	20%	14%	31%	6%	3%	26%	21%	11%	9%	18%	12%	--
Sales (SOC 51)	6%	2%	5%	2%	3%	4%	7%	7%	5%	5%	7%	--
Service (SOC 61)	6%	10%	7%	7%	14%	5%	6%	3%*	4%*	7%	8%	--
Farming, horticulture & animal husbandry (SOC 71)	2%	--	--	--	--	1%*	2%	--	3%	4%*	--	--
Processing (SOC 81/82)	1%*	--	--	--	--	1%*	2%	--	--	--	2%*	--
Product fabricating, assembling & repairing (SOC 85)	6%	3%	--	3%	6%	6%	6%	5%	6%	7%	3%*	--
Construction trades (SOC 87)	2%	--	--	2%	2%*	2%*	2%	3%*	2%*	4%*	--	--
Transport equipment operating (SOC 91)	1%	--	--	10%	--	--	1%*	--	1%*	--	--	--
Other crafts & equipment operating (SOC 95)	1%	2%	--	2%	--	--	1%	--	--	--	3%*	--
Other (SOC 73, 75, 77, 83, 93)	2%	--	--	2%	3%	2%*	3%	--	1%*	2%*	2%*	--

Table A-3. Provincial comparison of labour market outcomes for college graduates - concluded

	Canada	Province where respondent was interviewed										
		Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
10) Industries												
Div A - Agriculture & related service	2%	--	--	--	--	1%*	2%	--	3%*	4%	--	--
Div C - Logging & forestry	1%	--	--	2%	2%*	--	1%*	--	2%*	--	2%*	--
Div D - Mining (including milling), quarrying & oil well	1%	--	--	3%	--	--	--	--	3%	7%	--	--
Div E - Manufacturing	14%	5%	8%	5%	8%	15%	18%	8%	6%	9%	10%	--
Div F - Construction	3%	2%	--	--	3%*	3%	3%	3%*	2%*	3%*	4%*	--
Div G - Transportation & storage	2%	3%	--	6%	2%*	3%	2%	2%*	--	3%*	2%*	--
Div H - Communication & other utility	4%	6%	--	--	--	3%	3%	4%*	7%	6%	4%*	--
Div I - Wholesale trade	5%	4%	--	3%	4%	5%	4%	5%	4%	5%	4%*	--
Div J - Retail trade	8%	8%	16%	3%	6%	8%	8%	7%	5%	7%	8%	--
Div K - Finance & insurance	5%	3%	--	--	2%*	7%	4%	6%	3%	4%	5%	--
Div L - Real estate operator & insurance agent	2%	3%	--	--	--	1%*	2%	2%*	--	--	--	--
Div M - Business service	9%	5%	10%	8%	8%	10%	10%	7%	5%	7%	9%	--
Div N - Government service	10%	15%	13%	15%	17%	12%	8%	6%	11%	13%	9%	--
Maj Grp 81 - Federal government service	4%	4%	--	9%	3%*	5%	4%	3%*	6%	3%*	5%	--
Maj Grp 82 - Provincial & territorial government service	3%	9%	5%	--	8%	3%	2%	2%*	3%	6%	2%*	--
Maj Grp 83 - Local government service	3%	2%	5%	4%	6%	4%	2%	2%*	2%*	4%	--	--
Div O - Educational service	4%	3%	5%	2%	--	4%	4%	4%	6%	5%	4%*	--
Div P - Health & social service	25%	39%	25%	45%	42%	21%	24%	40%	40%	20%	26%	--
Div Q - Accommodation, food & beverage service	3%	--	7%	3%	--	2%	4%	3%*	2%*	4%*	5%*	--
Div R - Other service	4%	4%	5%	--	--	5%	4%	2%*	2%*	3%*	5%	--

Source: National Graduates Survey, June/July 1984.

Table A-4. Provincial comparison of labour market outcomes for university graduates

	Province where respondent was interviewed										
	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
I) WEIGHTED SAMPLE	99,472	1,651	374	3,728	2,126	25,845	40,600	3,772	3,261	8,775	7,277	207
1) Studied in same province as interviewed	88%	81%	46%	83%	69%	92%	93%	88%	85%	71%	81%	--
II) LABOUR FORCE PARTICIPATION RATES												
1) January 1983	81%	88%	76%	78%	78%	81%	79%	82%	85%	85%	84%	77%*
2) October 1983	84%	91%	83%	78%	80%	84%	84%	83%	88%	87%	86%	78%*
3) June 1984	92%	94%	96%	91%	93%	91%	91%	91%	93%	94%	92%	100%*
III) PERCENTAGE OF GRADUATES IN THE LABOUR FORCE WHO WORKED FULL-TIME												
1) January 1983	72%	81%	62%	68%	75%	68%	72%	69%	80%	81%	68%	72%*
2) October 1983	76%	88%	77%	74%	79%	73%	76%	76%	85%	84%	74%	86%*
3) June 1984	80%	87%	79%	74%	79%	75%	82%	82%	84%	86%	76%	79%*
IV) UNEMPLOYMENT RATE (1)												
1) January 1983	11%	8%	14%	15%	11%	12%	10%	9%	8%	8%	14%	--
2) October 1983	9%	5%	10%	11%	9%	11%	8%	8%	6%	6%	10%	--
3) June 1984	10%	8%	12%	16%	10%	14%	8%	7%	7%	7%	11%	--
V) AVERAGE NUMBER OF MONTHS OF UNEMPLOYMENT (2)	7	7	8	8	7	8	6	7	6	5	7	--
VI) EMPLOYED FULL-TIME(June 1984)	72,504	1,345	285	2,506	1,555	17,724	30,179	2,794	2,555	7,029	5,038	165*
1) No. self-employed or unpaid family workers	3,741	20*	13	92	91	1,017	1,368	175	184	395	323	--
2) Relationship of job to education(3)												
a) direct	48%	61%	49%	49%	53%	51%	44%	49%	58%	55%	49%	--
b) partial	36%	31%	40%	34%	36%	34%	39%	35%	32%	32%	36%	--
c) not related	16%	7%	12%	17%	11%	15%	17%	16%	11%	13%	15%	--
3) Satisfied with job(3)	89%	96%	90%	89%	91%	88%	89%	91%	93%	91%	88%	99%
4) No previous work experience	55%	42%	63%	56%	58%	55%	59%	49%	42%	52%	49%	56%*

See footnotes at end of table A-1.

Table A-4. Provincial comparison of labour market outcomes for university graduates - continued

	Province where respondent was interviewed										
	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
5) Median annual earnings												
a) all graduates working full-time	$24,000	$26,000	$18,000	$21,000	$23,000	$25,000	$23,000	$24,000	$26,000	$26,000	$24,000	$32,000*
b) no previous work experience	$22,000	$24,000	$18,000	$18,000	$21,000	$22,000	$22,000	$23,000	$24,000	$25,000	$23,000	--
6) Satisfied with salary(3)	79%	83%	76%	76%	80%	76%	80%	82%	84%	84%	76%	78%*
7) Job does not require a university degree, certificate or diploma(4)	27%	18%	27%	33%	23%	24%	30%	28%	23%	22%	29%	--
8) Would have selected the same educational program	73%	72%	81%	76%	73%	73%	73%	73%	73%	78%	73%	88%*
9) Occupations (SOC)												
Managerial, administrative & related (SOC 11)	20%	12%	14%	18%	17%	23%	21%	18%	20%	18%	16%	--
Natural sciences, engineering & mathematics (SOC 21)	14%	9%	13%	13%	14%	13%	14%	12%	10%	21%	14%	--
Social sciences & related (SOC 23)	11%	9%	8%	10%	13%	12%	10%	12%	9%	11%	14%	--
Religion (SOC 25)	1%	2%*	--	--	2%*	--	--	--	--	--	--	--
Teaching & related (SOC 27)	23%	52%	26%	19%	26%	23%	22%	28%	34%	22%	21%	--
Medicine & health (SOC 31)	9%	9%	9%	11%	11%	10%	8%	9%	8%	11%	12%	--
Artistic, literary, recreational & related (SOC 33)	3%	--	4%	--	--	4%	4%	--	3%*	2%*	3%*	--
Clerical & related (SOC 41)	7%	2%*	6%	10%	5%	8%	8%	5%*	4%*	5%	7%	--
Sales (SOC 51)	5%	--	--	5%*	5%	3%	6%	4%*	3%*	4%	5%	--
Service (SOC 61)	2%	--	9%*	4%*	2%*	2%*	3%	3%*	1%*	2%*	3%*	--
Farming, horticulture & animal husbandry (SOC 71)	1%	--	--	--	--	--	--	5%*	4%*	--	--	--
Other (SOC 73, 75, 77, 81/82, 83, 85, 87, 91, 93, 95)	4%	--	5%	5%*	3%	3%	4%	3%*	2%*	3%	4%	--

Table A-4. Provincial comparison of labour market outcomes for university graduates - concluded

	Canada	Province where respondent was interviewed										
		Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
10) Industries												
Div A - Agriculture & related service	1%	--	4%	--	--	--	1%*	3%*	4%*	--	--	--
Div D - Mining (including milling), quarrying & oil well	2%	--	--	--	1%*	--	1%*	--	--	11%	--	--
Div E - Manufacturing	9%	--	--	4%*	7%	11%	11%	4%*	3%*	3%	5%	--
Div F - Construction	1%	--	--	--	3%*	--	2%*	--	--	--	--	--
Div G - Transportation & storage	2%	--	--	--	2%*	2%*	1%*	--	--	2%*	--	--
Div H - Communication & other utility	3%	2%*	--	3%*	4%	3%*	3%	--	3%*	3%*	2%*	--
Div I - Wholesale trade	3%	2%*	--	--	2%*	3%*	3%	--	--	2%*	3%*	--
Div J - Retail trade	4%	--	--	7%	4%	4%	4%	5%*	3%*	3%	5%	--
Div K - Finance & insurance	5%	--	--	4%*	2%*	4%	6%	4%*	4%	3%	5%	--
Div M - Business service	13%	6%	7%	10%	10%	16%	12%	12%	9%	12%	18%	--
Div N - Government service	11%	10%	26%	15%	15%	11%	11%	12%	14%	12%	10%	--
Maj Grp 81 - Federal government service	5%	4%	22%	10%	8%	5%	6%	4%*	3%*	3%*	5%	--
Maj Grp 82 - Provincial & territorial government service	4%	6%	4%	4%*	6%	3%	3%	5%*	7%	6%	3%*	--
Maj Grp 83 - Local government service	2%	--	--	--	1%*	2%*	2%	3%*	4%*	2%*	2%*	--
Div O - Educational service	27%	57%	27%	24%	28%	26%	26%	32%	40%	26%	26%	--
Div P - Health & social service	13%	14%	12%	16%	13%	14%	11%	14%	11%	15%	14%	--
Div Q - Accommodation, food & beverage service	2%	--	--	--	1%*	2%*	2%	--	--	--	--	--
Div R - Other service	4%	3%*	7%	5%*	5%	4%	4%	4%	3%	2%	4%	--
Other industries (Div B, C, L)	1%*	--	4%	--	2%*	2%*	--	--	--	--	2%*	--

Source: National Graduates Survey, June/July 1984.

APPENDIX B

ATTITUDES OF COLLEGE AND UNIVERSITY GRADUATES TOWARD THEIR EDUCATION PROGRAM, BY PROVINCE OF STUDY

Detailed information about college and university graduates' attitudes toward their education program, by the province in which they studied, is contained in this appendix. Data on "very important" reasons for enrolling in a particular program, and the graduates' assessments of program content, are also provided.

Table B-1. Provincial comparison of the attitudes of college graduates toward their education, by province of study

	Canada	Province where respondent studied									
		Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
I) NUMBER IN SURVEY	54,081	731	524	713	541	14,327	25,228	1,343	1,048	5,855	3,769
II) REASONS FOR ENROLLING (% of graduates indicating reason as very important)											
1) To acquire specialized knowledge & skills in a particular occupation	68%	71%	71%	79%	71%	75%	64%	70%	75%	65%	68%
2) To improve career prospects	74%	80%	75%	79%	78%	72%	74%	79%	78%	76%	75%
3) To acquire general communication, social & reasoning skills	45%	41%	58%	51%	48%	56%	42%	36%	44%	39%	36%
4) To have the satisfaction of learning & understanding an academic discipline	60%	64%	64%	68%	63%	71%	56%	55%	61%	55%	51%
III) PERCEPTION OF BENEFITS OF PROGRAM (% of graduates who indicated, based on their experience, that the program provided "to a great extent"...)											
1) Specialized knowledge & skills in a particular occupation	34%	47%	38%	54%	47%	28%	33%	34%	32%	40%	39%
2) Improved career prospects	36%	46%	47%	53%	48%	27%	38%	42%	44%	40%	41%
3) General communication, social & reasoning skills	27%	33%	37%	41%	38%	26%	27%	27%	25%	26%	25%
4) Satisfaction of learning & understanding an academic discipline	40%	47%	44%	54%	49%	42%	39%	41%	40%	38%	37%

Source: National Graduates Survey, June/July 1984.

Table B-2. Provincial comparison of the attitudes of university graduates toward their education, by province of study

	Canada	Province where respondent studied									
		Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
I) NUMBER IN SURVEY	99,472	1,542	263	4,720	2,352	26,117	42,574	4,282	3,613	7,153	6,857
II) REASONS FOR ENROLLING (% of graduates indicating reason as very important)											
1) To acquire specialized knowledge & skills in a particular occupation	58%	63%	47%	58%	60%	70%	51%	56%	57%	59%	55%
2) To improve career prospects	68%	75%	74%	74%	73%	71%	66%	69%	68%	68%	65%
3) To acquire general communication, social & reasoning skills	45%	36%	50%	46%	51%	47%	45%	41%	42%	42%	44%
4) To have the satisfaction of learning & understanding an academic discipline	60%	58%	61%	60%	64%	64%	59%	58%	61%	60%	60%
III) PERCEPTION OF BENEFITS OF PROGRAM (% of graduates who indicated, based on their experience, that the program provided "to a great extent"...)											
1) Specialized knowledge & skills in a particular occupation	25%	26%	19%	29%	23%	23%	27%	24%	22%	25%	24%
2) Improved career prospects	36%	47%	37%	39%	36%	28%	38%	39%	41%	44%	36%
3) General communication, social & reasoning skills	28%	25%	31%	30%	30%	24%	31%	30%	27%	28%	30%
4) Satisfaction of learning & understanding an academic discipline	43%	41%	45%	43%	45%	39%	44%	43%	43%	44%	45%

Source: National Graduates Survey, June/July 1984.

APPENDIX C

COLLEGE AND UNIVERSITY GRADUATES BORROWING TO FINANCE AN EDUCATION, BY PROVINCE OF STUDY

The percentage of graduates who borrowed to finance their education, and the median amount they owed at graduation, to all sources, are presented by province in which they had studied and by sex. No data are presented for trade/vocational graduates as similar questions were not included in the trade/vocational questionnaire.

Table C-1. Financing an education by province of study and educational level

			Province where respondent studied									
		Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Percent of graduates who ever borrowed to finance their education, from all sources												
College	Total	41%	40%	39%	47%	57%	43%	39%	39%	40%	39%	43%
	Men	42	45	42	40	53	44	40	37	37	43	46
	Women	40	37	38	51	63	43	39	40	42	36	40
University	Total	49	68	58	63	62	49	47	43	50	51	53
	Men	52	73	60	64	67	51	51	44	52	52	52
	Women	47	63	57	61	58	47	43	41	48	51	56
Median amount owed at graduation, to all sources ($)												
College	Total	$2,200	$2,300	$1,800	$2,600	$3,000	$2,400	$1,800	$2,200	$3,000	$3,000	$2,800
	Men	2,300	2,100	2,100	2,700	3,000	2,400	2,000	2,300	2,500	3,000	3,000
	Women	2,000	2,700	1,800	2,600	3,000	2,400	1,600	2,200	3,000	3,000	2,600
University	Total	3,500	3,200	4,000	4,200	4,400	4,000	3,000	3,400	3,000	3,000	3,500
	Men	3,500	3,600	3,500	4,400	4,300	4,000	3,000	3,000	3,200	3,000	3,500
	Women	3,500	3,000	4,200	4,200	4,500	4,000	3,000	3,600	2,000	3,000	3,100

Source: National Graduates Survey, June/July 1984.

APPENDIX D

NUMBER OF 1982 GRADUATES, BY FIELD OF STUDY AND EDUCATIONAL LEVEL

This appendix presents data on the fields of study taken by 1982 graduates at the trade/vocational, college and university levels.

Table D-1. Trade/vocational graduates, by field of study and sex

Field of study	Men	Women	Total[1]
Arts	923	2,678	3,626
Commercial and promotional arts	--	131*	233*
Creative and design arts	182*	676	866
Fine arts	--	181*	251*
Graphic and audio-visual arts	273*	164*	437
Mass communications	--	--	--
Personal arts	--	1,393	1,502
Business and commerce	3,187	14,099	17,646
Management and administration	618	2,003	2,677
Financial management	239*	439	698
Institution management	--	142*	174*
Management and administration - business and commerce	238*	1,334	1,593
Merchandising and sales	265*	325*	612
Marketing	--	--	--
Secretarial science	544	9,501	10,252
Business machine operation	--	746	876
Secretary - accounting, bookkeeping	281	1,796	2,132
Secretary - general	--	4,933	5,122
Secretary - legal	-	416	416
Secretary - medical	--	332	348
Service industry technologies	1,759	2,231	4,067
Engineering and applied sciences	23,632	2,360	26,488
Chemical technologies	--	--	--
Computer science	786	459	1,274
Electrical/electronic technologies	3,152	390	3,619
Engineering technologies	19,355	1,472	21,201
Engineering - architectural and construction	7,217	293*	7,609
Construction or building technology	930	--	965
Woodworking and carpentry	1,802	--	1,930
Welding technologies	4,112	--	4,223
Engineering - general	1,631	427	2,096
Drafting	640	367	1,044
Engineering - industrial	3,282	506	3,866
Machinist	1,886	--	2,038
Manufacturing technologies	666	319*	1,015
Engineering - mechanical	7,225	246*	7,629
Auto technology (includes auto mechanics and auto body repair)	2,209	--	2,356
Heavy equipment mechanics	2,101	--	2,212
General arts and sciences	209*	251*	460
Health sciences and related	362	3,159	3,566
Health related technologies	--	647	768
Nursing	249*	2,506	2,791
Humanities and related	-	-	-
Natural sciences and primary industries	2,191	323*	2,536
Natural sciences	459	--	555
Primary industries	475	--	535
Resource processing technologies	1,168	157*	1,343

Table D-1. Trade/vocational graduates, by field of study and sex - concluded

Field of study	Men	Women	Total[1]
Social sciences and services	184*	740	926
Education and counselling services	--	152*	164*
Protection and correction services	--	--	--
Recreation and sport	--	171*	246*
Social services	--	383	418
Unknown	272*	244*	536
TOTAL	30,960	23,851	55,784

[1]Totals include respondents with sex unreported.

Note: The numbers shown in this table represent the number of 1982 graduates still living in Canada in June/July 1984. For this reason and others they do not agree with administrative counts of graduates shown in other Statistics Canada publications.

Source: National Graduates Survey, June/July 1984.

Table D-2. College graduates, by field of study and sex

Field of study	Men	Women	Total[1]
Arts	1,654	2,713	4,444
Commercial and promotional arts	139*	378	532
Creative and design arts	178*	628	813
Fine arts	309	791	1,117
Graphic and audio-visual arts	600	454	1,074
Mass communications	329	234	580
Personal arts	--	201*	214*
Business and commerce	4,952	11,017	16,211
Management and administration	3,713	4,595	8,461
Financial management	1,290	2,152	3,483
Institution management	261	331	623
Management and administration - business and commerce	1,694	1,911	3,678
Merchandising and sales	856	899	1,757
Marketing	689	593	1,282
Secretarial science	--	5,091	5,238
Business machine operation	--	--	--
Secretary - accounting, bookkeeping	--	--	--
Secretary - general	--	3,767	3,802
Secretary - legal	--	545	579
Secretary - medical	--	488	515
Service industry technologies	315	431	755
Engineering and applied sciences	10,777	2,275	13,209
Chemical technologies	370	245	624
Computer science	1,121	1,181	2,330
Electrical/electronic technologies	3,566	173*	3,781
Engineering technologies	5,327	592	5,997
Engineering - architectural and construction	1,436	271	1,730
Construction or building technology	243	--	285
Woodworking and carpentry	--	--	--
Welding technologies	102*	-	102*
Engineering - general	1,598	228	1,849
Drafting	459	114*	577
Engineering - industrial	603	--	688
Machinist	187*	--	218*
Manufacturing technologies	123*	--	130*
Engineering - mechanical	1,611	--	1,645
Auto technology (includes auto mechanics and auto body repair)	126*	--	130*
Heavy equipment mechanics	149*	-	149*
General arts and sciences	--	--	--
Health sciences and related	1,058	8,696	9,855
Health related technologies	687	2,654	3,370
Nursing	370	6,027	6,470
Humanities and related	150*	563	712
Natural sciences and primary industries	2,149	848	3,038
Natural sciences	677	563	1,257
Primary industries	714	--	810
Resource processing technologies	487	93*	589

Table D-2. College graduates, by field of study and sex - concluded

Field of study	Men	Women	Total[1]
Social sciences and services	1,662	4,768	6,492
Education and counselling services	270	1,841	2,139
Protection and correction services	858	384	1,257
Recreation and sport	234	903	1,143
Social services	248	1,275	1,537
Unknown	--	--	--
TOTAL	22,466	30,929	54,081

[1]Totals include respondents with sex unreported.

Note: The numbers shown in this table represent the number of 1982 graduates still living in Canada in June/July 1984. For this reason and others they do not agree with administrative counts of graduates shown in other Statistics Canada publications.

Source: National Graduates Survey, June/July 1984.

Table D-3. Bachelor's graduates, by field of study and sex

Field of study	Men	Women	Total[1]
Agriculture and biological sciences	2,526	2,761	5,346
Agriculture	718	395*	1,123
Biology	1,130	1,115	2,289
Household science	--	735	776
Commerce, management & business admin.	6,777	4,166	11,009
Education	4,304	10,853	15,364
Elementary/secondary teacher training	2,530	8,080	10,716
Non-teaching field	243*	581	832
Physical education	1,394	1,452	2,938
Engineering and applied science	6,589	742	7,417
Chemical engineering	484	--	599
Civil engineering	1,225	--	1,369
Electrical engineering	1,031	--	1,090
Mechanical engineering	1,406	--	1,537
Fine and applied arts	944	2,059	3,027
General arts and science	--	194*	335*
Health professions	1,977	4,395	6,479
Dental studies and research	400*	--	527
Medical studies and research	1,190	844	2,089
Nursing	--	1,987	2,063
Pharmacy	263*	469	733
Rehabilitation medicine	--	726	763
Humanities	3,815	6,953	10,846
English language and/or literature	787	1,852	2,706
French language and/or literature	223*	1,053	1,276
History	1,081	1,142	2,230
Mass media studies including journalism	589	789	1,377
Mathematics and physical sciences	3,556	1,337	4,968
Chemistry	388*	207*	601
Computer science	1,340	425*	1,809
Geology and related	458	191*	655
Mathematics	967	490	1,461
Physics	390*	--	428*
Social sciences	9,266	10,793	20,308
Economics	2,471	635	3,160
Geography	1,084	646	1,749
Law and jurisprudence	1,666	1,407	3,080
Political science	1,291	927	2,245
Psychology	1,182	3,166	4,440
Social work and social welfare	301*	1,087	1,414
Sociology	688	1,853	2,556
Unknown	566	665	1,231
TOTAL	40,418	44,920	86,331

[1]Totals include respondents with sex unreported.

Note: The numbers shown in this table represent the number of 1982 graduates still living in Canada in June/July 1984. For this reason and others they do not agree with administrative counts of graduates shown in other Statistics Canada publications.

Source: National Graduates Survey, June/July 1984.

Table D-4. Master's graduates, by field of study and sex

Field of study	Men	Women	Total[1]
Agriculture and biological sciences	343	222	570
Agriculture	54*	--	82
Biology	167	103	272
Household science	--	--	43*
Commerce, management & business admin.	1,941	707	2,672
Education	1,326	1,399	2,759
Elementary/secondary teacher training	336	449	793
Non-teaching field	870	825	1,717
Physical education	75*	55*	130
Engineering and applied science	767	79	853
Chemical engineering	79	--	99
Civil engineering	182	--	201
Electrical engineering	171	--	172
Mechanical engineering	77	--	80
Fine and applied arts	74*	114	188
General arts and science	--	--	--
Health professions	310	379	703
Dental studies and research	--	--	--
Medical studies and research	183	119	309
Nursing	--	83	90
Pharmacy	--	--	--
Rehabilitation medicine	--	91	106
Humanities	607	930	1,560
English language and/or literature	90	146	242
French language and/or literature	37*	74*	116
History	82	64*	150
Mass media studies including journalism	--	--	48
Mathematics and physical sciences	444	108	558
Chemistry	73*	--	95
Computer science	98	--	129
Geology and related	68*	--	86
Mathematics	93	--	117
Physics	96	--	111
Social sciences	1,214	982	2,225
Economics	244	104	350
Geography	85	--	104
Law and jurisprudence	78	--	93
Political science	185	76*	265
Psychology	191	280	478
Social work and social welfare	118	246	364
Sociology	55*	58*	113
Unknown	--	--	--
TOTAL	7,052	4,928	12,125

[1]Totals include respondents with sex unreported.

Note: The numbers shown in this table represent the number of 1982 graduates still living in Canada in June/July 1984. For this reason and others they do not agree with administrative counts of graduates shown in other Statistics Canada publications.

Source: National Graduates Survey, June/July 1984.

Table D-5. Doctoral graduates, by field of study and sex

Field of study	Men	Women	Total[1]
Agriculture and biological sciences	92	42	134
Agriculture	11	--	13
Biology	39	24	63
Household science	--	-	--
Commerce, management & business admin.	12	-	12
Education	80	66	148
Elementary/secondary teacher training	19	13	33
Non-teaching field	52	48	102
Physical education	9	--	12
Engineering and applied science	95	5	101
Chemical engineering	22	--	23
Civil engineering	14	--	15
Electrical engineering	24	-	24
Mechanical engineering	14	-	14
Fine and applied arts	5	--	7
General arts and science	-	-	-
Humanities	95	49	148
English language and/or literature	19	8	29
French language and/or literature	9	9	18
History	12	9	23
Mass media studies including journalism	-	-	-
Health professions	69	27	96
Dental studies and research	--	-	--
Medical studies and research	54	15	69
Nursing	-	-	-
Pharmacy	--	--	5
Rehabilitation medicine	-	-	-
Mathematics and physical sciences	122	17	140
Chemistry	37	8	45
Computer science	12	-	12
Geology and related	18	-	18
Mathematics	22	6	27
Physics	32	--	35
Social sciences	136	79	222
Economics	18	6	25
Geography	14	--	18
Law and jurisprudence	-	-	-
Political science	10	--	13
Psychology	58	44	102
Social work and social welfare	--	-	--
Sociology	17	10	28
Unknown	--	--	6
TOTAL	709	289	1,015

[1]Totals include respondents with sex unreported.

Note: The numbers shown in this table represent the number of 1982 graduates still living in Canada in June/July 1984. For this reason and others they do not agree with administrative counts of graduates shown in other Statistics Canada publications.

Source: National Graduates Survey, June/July 1984.

APPENDIX E

PERCENTAGE OF GRADUATES IN THE LABOUR FORCE WHO WERE WORKING FULL-TIME

The percentage of graduates in the labour force who were working full-time in June 1984, by field of study and by sex, are presented in this appendix. By comparing the number of graduates working full-time in June 1984 with the number of graduates in the labour force, this percentage measures the success that graduates had in finding full-time jobs approximately two years after graduating.

Table E-1. Percentage of trade/vocational and college graduates in the labour force who were employed full-time, by field of study and sex, June 1984

Field of study	Trade/vocational			College		
	Total	Men	Women	Total	Men	Women
TOTAL	64	69	56	80	84	77
Arts	61	71	57	69	76	66
Commercial and promotional arts	78	83	71*	86	95	83
Creative and design arts	40	67*	29	74	76	73
Fine arts	59	50*	65*	45	48	44
Graphic and audio-visual arts	58	67	43*	76	79	67
Mass communications	--	--	--	78	82	73*
Personal arts	71	90	70	67*	--	65*
Business and commerce	59	68	56	82	84	81
Management and administration	57	66	54	80	83	78
Financial management	58	66	54	78	81	76
Institution management	--	--	--	85	89	81
Merchandising and sales	54	69	40*	81	83	78
Marketing	--	--	--	80	83	75
Secretarial science	61	76	60	85	94	85
Business machine operations	66	69*	64	91	100	84
Secretary - accounting, bookkeeping	61	80	57	--	--	--
Secretary - general	57	93	56	83	--	83
Secretary - legal	88	--	88	96	--	96
Secretary - medical	59*	--	63*	87	--	86
Service industry technologies	55	67	44	85	89	82
Engineering and applied sciences	68	68	60	83	84	82
Chemical technologies	--	--	--	90	91	89
Computer science	77	82	68	84	85	83
Electrical/electronic technologies	72	71	77	84	84	88
Engineering technologies	67	68	54	83	83	76
Engineering - architectural and construction	62	62	54*	82	82	81
Carpentry and woodworking	69	70	64*	--	--	--
Construction or building technology	46	47	--	85	84	--
Welding technologies	61	62	--	78	78	--
Engineering - general	58	61	50	78	80	67
Drafting	51	59	41*	74	78	60*
Engineering - industrial	77	78	66	93	92	93*
Manufacturing Technologies	65	69	53*	90	89	--
Machinist	81	81	81*	96	95	--
Engineering - mechanical	69	70	40*	84	85	--
Auto technology	67	67	--	89	89	--
Heavy equipment mechanics	67	68	--	94	94	--
General arts and sciences	46*	66*	--	--	--	--
Health sciences and related	59	84	56	78	91	76
Health related technologies	76	86*	74	79	88	76
Nursing	54	83	51	77	95	76
Humanities and related	--	--	--	70	81*	67
Natural sciences and primary industries	66	68	51*	84	86	78
Natural sciences	77	76	85*	84	89	79
Primary industries (excluding agriculture)	54	58	--	87	88	85
Resource processing technologies	67	70	--	78	79	72

Table E-1. Percentage of trade/vocational and college graduates in the labour force who were employed full-time, by field of study and sex, June 1984 - concluded

Field of study	Trade/vocational			College		
	Total	Men	Women	Total	Men	Women
Social sciences and services	57	52*	58	76	84	73
Education and counselling services	69*	--	--	74	83	72
Protection and correction services	--	--	--	78	84	65
Recreation and sport	67	73*	64	77	82	76
Social services	51	--	52	80	89	77
Unknown	64	70*	54*	--	--	--

Source: National Graduates Survey, June/July 1984

Table E-2. Percentage of university graduates in the labour force who were employed full-time, by field of study, educational level and sex, June 1984

Field of study	Bachelor's	Master's	Doctorate	Total university		
				Total	Men	Women
			percent			
TOTAL	79	85	88	80	83	77
Agriculture and biological sciences	74	80	91	75	79	69
Agriculture	83	86	100	84	87	77
Biology	68	75	92	70	74	64
Household Science	65	81	--	66	85*	65
Business, management and commerce	88	91	100	89	91	85
Education	76	88	94	78	85	74
Elementary/secondary teacher training	76	90	90	77	83	75
Non-teaching field	65	88	95	81	91	72
Physical education	77	82	91	77	80	76
Engineering and applied science	88	88	96	88	88	89
Chemical engineering	84	87	100	85	85	79*
Civil engineering	85	89	92	85	84	95
Electrical engineering	93	92	100	93	92	100*
Mechanical engineering	91	88	100	91	91	92
Fine and applied arts	66	56	57	66	63	66
General arts and science	84	--	--	84	79*	84
Health professions	89	89	78	89	91	89
Dental studies and research	95	91*	--	95	98	85
Medical studies and research	88	83	82	87	88	85
Nursing	88	94	--	88	--	89
Pharmacy	90	--	--	90	95	88
Rehabilitation medicine	92	88	--	91	95*	92
Humanities	73	75	77	73	74	73
English language and/or literature	70	58	70	69	67	71
French language and/or literature	68	73	89	69	77	67
History	70	71	91	70	70	70
Mass media studies including journalism	81	81	--	81	81	82
Mathematics and physical sciences	84	82	88	84	83	85
Computer science	91	91	100	91	90	94
Chemistry	72	77	89	74	77	67*
Geology and related	82	83	83	82	80	86
Mathematics	82	72	68	81	80	83
Physics	71	80	94	74	77	--
Social sciences	75	80	91	76	76	75
Economics	77	81	88	78	75	87
Geography	75	83	100	76	80	67
Law and jurisprudence	84	80	--	84	85	82
Political science	69	86	92	71	71	70
Psychology	69	64	92	69	66	71
Social work and social welfare	80	94	--	83	90	81
Sociology	74	78	82	74	74	74
Unknown	78	93	--	79	95	64

Source: National Graduates Survey, June/July 1984

APPENDIX F

GRADUATES IN FULL-TIME JOBS REQUIRING LESS THAN THEIR LEVEL OF EDUCATION

Graduates holding full-time jobs requiring less than their level of education, as a percentage of all graduates working full-time in June 1984, are presented in this appendix. The data for graduates who are overqualified for their jobs are shown by field of study.

Table F-1. College graduates in full-time jobs requiring less than a college diploma or certificate, by field of study and sex, June 1984

Field of study	Men	Women	Total
	(Percent of all graduates working full-time)		
Arts	58	51	54
Commercial and promotional arts	68*	50*	55
Creative and design arts	52*	42	46
Fine arts	76	68	71
Graphic and audio-visual arts	54	48*	52
Mass Communications	51*	42*	48
Personal Arts	--	54*	54*
Business and commerce	54	48	49
Management and administration	53	49	51
Financial management	42	42	42
Institution management	56*	60*	60
Manage. and admin. - business & comm.	61	56	59
Merchandising and sales	57	48	52
Marketing	53	44	49
Secretarial science	--	46	46
Secretary - general	--	52	51
Secretary - legal	-	24	25
Secretary - medical	-	30*	29*
Service industry technologies	46	55	51
Engineering technologies and applied sciences	33	31	32
Chemical technologies	--	--	23*
Computer science	21*	28	25
Electrical/electronic technologies	25	--	26
Engineering technologies	41	35*	40
Engineering - arch. and construction	33	--	33
Engineering - general	35	--	35
Engineering - industrial	50	--	47
Engineering - mechanical	50	--	50
General arts and science	-	-	-
Health sciences	13*	5	6
Health related technologies	--	10*	10
Nursing	--	3*	3*
Humanities	--	40	42
Natural sciences and primary industries	45	42	44
Natural sciences	62	40*	52
Primary industries	44	--	44
Resource processing technologies	30*	--	29*
Social sciences and services	40	28	31
Education and counselling services	--	17*	19
Protection and correction services	47	68	52
Recreation and sport	44*	39	40
Social services	--	25	25
TOTAL	40	31	35

Source: National Graduates Survey, June/July 1984.

Table F-2. University graduates[1] in full-time jobs requiring less than a university degree, diploma or certificate, by field of study, educational level and sex, June 1984

Field of study	Bachelor's			Master's		
	Men	Women	Total	Men	Women	Total
	(Percent of all graduates working full-time)					
Agriculture and biological sciences	37	27	31	--	--	--
Agriculture	--	--	30*	-	-	-
Biology	37	--	30*	--	--	--
Household science	--	40*	41*	-	-	-
Business, management and commerce	27	27	27	15	17	16
Education	25	20	22	15*	11*	13
Elementary/secondary teacher training	18*	19	19	--	--	--
Non-teaching field	--	--	--	17*	13*	15
Physical education	31*	23*	28	--	--	--
Engineering and applied sciences	16	--	16	--	--	--
Chemical engineering	--	--	--	--	--	--
Civil engineering	--	--	--	--	--	--
Electrical engineering	--	-	--	--	--	--
Mechanical engineering	--	--	--	--	--	--
Fine and applied arts	61*	36	42	--	--	--
General arts and science	--	--	--	-	-	-
Health professions	--	20	16	--	--	--
Dental studies and research	-	--	--	--	--	--
Medical studies and research	--	--	--	--	-	--
Nursing	--	37	37	-	--	--
Pharmacy	--	-	--	-	-	-
Rehabilitation medicine	-	--	--	-	--	--
Humanities	46	45	45	20*	15	17
English language and/or literature	41*	53	50	--	--	--
French language and/or literature	--	--	33*	--	--	--
History	58	55	56	--	--	--
Mass media studies including journalism	55*	46*	50	--	-	--
Mathematics and physical sciences	23	19*	22	--	--	--
Chemistry	--	-	--	--	--	--
Computer science	24*	--	22*	--	--	--
Geology and related	--	--	--	-	-	-
Mathematics	--	--	23*	--	--	--
Physics	--	--	--	--	--	--
Social sciences	40	42	41	11*	13*	12
Economics	47	37*	45	--	-	--
Geography	55	47*	53	--	--	--
Law and jurisprudence	--	--	--	-	-	-
Political science	61	48*	56	--	--	--
Psychology	46*	42	42	--	--	--
Social work and social welfare	--	33*	34	--	--	--
Sociology	50*	61	58	--	--	--
TOTAL	28	30	29	12	12	12

[1] Three percent of doctoral degree recipients were in jobs not requiring a university degree. The numbers by field of study were too small to be shown.

Source: National Graduates Survey, June/July 1984.

APPENDIX G

PROFILE OF THE 1982 GRADUATES, BY EDUCATIONAL LEVEL

A profile of the 1982 graduates is given in this appendix. Characteristics such as age, marital status, presence of dependent children and mother tongue are presented.

Table G-1. Characteristics of graduates by educational level

	Trade/ vocational	College	Bachelor's	Master's	Doctorate
NUMBER OF GRADUATES	55,784	54,081	86,331	12,125	1,015
AGE IN 1982			(percent)		
Less than 18	1*	--	--	--	-
18-21	34	54	5	--	2
22-24	22	29	57	10	1
25-29	17	10	21	41	24
30-34	10	4	7	24	38
35-39	7	2	4	14	20
40+	9	2	5	11	15
Total	100	100	100	100	100
Median age	23	21	24	29	32
MARITAL STATUS, JUNE 1984			(percent)		
Men					
Single	62	73	65	33	21
Married	34	26	34	63	75
Widowed, separated or divorced	4	1*	1	4	5
Total	100	100	100	100	100
Women					
Single	46	66	57	39	36
Married	42	31	38	52	52
Widowed, separated or divorced	13	3	5	9	12
Total	100	100	100	100	100
Total					
Single	55	69	61	35	25
Married	38	29	36	59	68
Widowed, separated or divorced	8	2	3	6	7
Total	100	100	100	100	100
PERCENT OF GRADUATES WITH DEPENDENT CHILDREN, JUNE 1984			(percent)		
Men	25	10	13	42	52
Women	39	12	18	31	38
Total	31	11	16	37	48
MOTHER TONGUE			(percent)		
Quebec					
English	5	5	18	15	--
French	89	93	74	77	84
Other	6	2	8	9	15
Total	100	100	100	100	100
Rest of Canada					
English	83	85	83	80	67
French	7	5	6	6	7
Other	11	9	12	14	27
Total	100	100	100	100	100
Total Canada					
English	61	64	66	62	56
French	29	29	24	26	20
Other	10	8	11	13	25
Total	100	100	100	100	100

Note: Percents may not add up to 100 due to rounding.

Source: National Graduates Survey, June/July 1984.

APPENDIX B

METHODOLOGY

The National Graduates Survey was conducted by telephone in June and July 1984 among students who had graduated from university, college, and trade/vocational educational programs in 1982. The major purpose of the survey was to monitor the experiences of the graduates as they made the transition from school to work. The survey was jointly sponsored by the Department of the Secretary of State and Employment and Immigration Canada.

A "graduate" was defined as someone who had received, or who was eligible to receive, a degree, diploma or certificate from a recognized university, college, trade/vocational school or similar educational institution in calendar year 1982. In accordance with this definition, as complete a list as possible of all 1982 graduates was made using lists provided by individual universities, colleges and trade/vocational institutions and by provincial Ministries of Education. The list of institutions included universities, colleges, CEGEPs, schools of nursing, bible colleges, and trade or vocational schools (including colleges and secondary schools that provide trade or vocational training).

Students completing a university transfer program (e.g. CEGEP in Québec) were not included in the survey. Nor were graduates from military schools surveyed. Graduates of basic training for skill development, job-readiness training, and language training were also excluded.

Trade/vocational programs were defined as programs which prepared the trainee for an occupation requiring manipulative skills and the performance of well-defined, more or less routine procedures. These programs do not usually make secondary school completion a prerequisite and usually last less than one academic year. Only programs lasting at least three months were included in the survey.

Although the survey intended to cover graduates from every institution in Canada offering university, career/technical or trade/vocational programs, several institutions were too late providing information to be included in the survey, while others provided incomplete lists of graduates. Graduates from the following institutions or school boards are not represented in the National Graduates Survey (province and number of graduates according to administrative records are shown in brackets):

Trade/vocational
- Commission scolaire Kativik (Que - 101)
- Commission scolaire Chapais-Chibougamau (Que - 144)

College
- Miss A.J. MacMaster School of Nursing (N.B. - 54)
- Princess Margaret Hospital School of Radiology (Ont. - 4)
- Toronto Institute of Medical Technology (Ont. - 232)
- Brandon General Hospital (Man. - 45)
- Red Deer College (Alta. - 341)
- Misericordia Hospital (Alta. - 92)
- Fairview College (Alta. - 57)
- A. Maxwell Evans Clinic (B.C. - 1)

University
- Laurentian University (Ont. - 1,230)
- Canadian Mennonite Bible College (Man. - 38)
- Canadian Nazarene College (Man. - 12)
- University of Winnipeg (Man. - 744)
- Canadian Bible College (Sask. - 62)
- Canadian Union College (Alta. - 33)
- Newman Theological College (Alta. - 30)
- University of Lethbridge (Alta. - 360)
- Athabasca University (Alta. - 15)
- Northwest Baptist Theological College (B.C. - 5)

In addition to those institutions which are not represented in the survey, the following institutions are only partially represented:

College
- Grand Prairie Regional College (Alta.) - supplied primarily 1982 enrolments instead of 1982 graduates. The few 1982 students in the sample who were also 1982 graduates were retained in the survey.

University

All Quebec universities - Approximately 13,000 diplomas and certificates from all universities in Quebec were excluded as the sample frame tapes from Quebec made no distinction between undergraduate and graduate. For other provinces, undergraduate diplomas and certificates were combined with bachelor's and first professional degrees, while graduate diplomas and certificates were combined with master's degrees.

University of Guelph (Ont.) - Did not supply a list of master's or doctoral graduates or graduate diplomas and certificates.

Queen's University (Ont.) - Supplied a list of 1982 students instead of 1982 graduates. The few 1982 students in the sample who were also 1982 graduates were retained in the survey.

Simon Fraser University (B.C.) - Did not supply a list of master's or doctoral graduates or undergraduate diplomas or certificates.

A total of 218,650 graduates were included in the sample frame. A sample of 49,150 was then drawn from graduates in the sample frame. When traced some of the graduates in the sample were found to be living outside Canada. These graduates were not queried. Of the 49,150 graduates in the sample, usable responses were received from 35,717. These responses excluded those graduates living outside Canada in June/July 1984. Table H-1 lists the total number of graduates, sample sizes, and the unweighted and weighted number of usable responses by province.

The sample drawn from the sample frame was stratified by province, level of qualification and field of study. As each stratum varied considerably in size, different percentages of graduates in each stratum were sampled to ensure statistically reliable results for each stratum. Since this survey was based upon a sample of graduates, each responding graduate represented a number of other graduates not included in the sample. For example, in a stratum where one in every four graduates was sampled (i.e. 0.25 sampling fraction), each respondent would be given an initial weight of four to indicate that his/her response represents that of four graduates in the population. Adjustments to this initial weight are made to account for non-response. The 209,337 weighted usable responses represent the number of

Table H-1. Total graduates, sample sizes and usable responses, by province and educational level

Educational level/ province of study	Total graduates[1]	Sample size	Usable responses[2]	Weighted usable responses[3]
Trade/vocational				
Canada	**56,796**	**12,766**	**8,695**	**55,784**
Newfoundland	3,817	1,136	851	3,791
Prince Edward Island	253	253	196	252
Nova Scotia	3,979	1,116	922	3,970
New Brunswick	1,949	327	278	1,928
Quebec	15,584	2,764	1,776	15,343
Ontario	18,726	2,929	1,656	18,178
Manitoba	2,048	944	734	2,009
Saskatchewan	1,551	848	689	1,535
Alberta	1,153	747	408	1,135
British Columbia	7,666	1,582	1,156	7,574
Yukon/Northwest Territories	70	70	29	70
College				
Canada	**54,929**	**13,898**	**11,048**	**54,081**
Newfoundland	744	744	575	731
Prince Edward Island	535	535	480	524
Nova Scotia	737	737	630	713
New Brunswick	562	507	424	541
Quebec	14,384	2,566	2,247	14,327
Ontario	25,791	4,669	3,511	25,228
Manitoba	1,350	884	705	1,343
Saskatchewan	1,058	758	633	1,048
Alberta	5,926	1,361	1,017	5,855
British Columbia	3,842	1,137	826	3,769
Yukon/Northwest Territories	-	-	-	-
University				
Canada	**106,925**	**22,486**	**15,974**	**99,472**
Newfoundland	1,653	941	727	1,542
Prince Edward Island	274	274	239	263
Nova Scotia	5,251	1,653	1,209	4,720
New Brunswick	2,528	1,194	978	2,352
Quebec	27,335	3,788	2,934	26,117
Ontario	46,526	7,743	4,819	42,574
Manitoba	4,626	1,511	1,028	4,282
Saskatchewan	3,860	1,411	1,113	3,613
Alberta	7,526	1,948	1,458	7,153
British Columbia	7,346	2,023	1,469	6,857
Yukon/Northwest Territories	-	-	-	-
Total of all educational levels - Canada	**218,650**	**49,150**	**35,717**	**209,337**

[1]The "total graduates" are as reported by institutions to Statistics Canada in response to requests for detailed lists that include the name, address, telephone number, field of study, and level of qualification of each graduate. The counts differ (and are generally lower) than the total numbers (without detail) provided regularly to Statistics Canada, and published in a number of regular Statistics Canada publications. The differences arise for a number of reasons, chief among them that many institutions do not keep files of graduates with all the detail needed for the survey.

[2]"Usable responses" means at least partial response by the graduate to the questionnaire. The main factor for loss from sample was inability to trace the graduate. Graduates outside Canada during survey time were not questioned and are excluded from the usable resposes.

[3]The number of "weighted usable responses" differs from the "total graduates" as the former excludes all graduates living outside of Canada in June/July 1984.

Source: National Graduates Survey, June/July 1984.

1982 graduates living in Canada in June/July 1984, and is the group of graduates upon which all tabulations in this publication are based.

As different percentages of each stratum were sampled (e.g. 100% of Newfoundland college graduates were sampled compared with 18% of Québec college graduates), the weighting procedure using the inverse of the sampling fraction corrected for non-response as a weight ensures that the weighted sample is representative of the population. The unweighted sample is not representative of the population because of the unequal sampling fractions across strata.

The weighted number of usable responses differs from administrative counts available in other Statistics Canada publications. The National Graduates Survey counts are generally lower because some institutions were unable to provide complete lists of their graduates with names, addresses, and telephone numbers. In addition, the National Graduates Survey did not question graduates living outside Canada in June 1984. The administrative counts provided by the institutions themselves included all graduates, regardless of where they lived.

The estimates derived from this survey are based on a sample of graduates. Somewhat different results would have been obtained if a complete census had been taken using the same questionnaires, interviewers, supervisors, processing methods, etc. The difference between the estimates derived from the sample and those derived from a census taken under similar conditions is called the sampling error.

In general, the value of the sampling error is unknown, but it is possible to estimate its probable size using sample data. The sampling variance gives us an indication of the size of the sampling error. The size of the sampling error is often reported using the standard deviation (the square root of the sampling variance) or the coefficient of variation (CV).

The coefficient of variation is the ratio of the standard deviation to the mean. Generally speaking, it means that two times out of three, the error

in the estimates will be less than or equal to the value of the CV. For example if the CV is .10, (or 10%), then the standard deviation is 10% of the mean value of the estimate. Thus, if the estimate falls within one standard deviation of the true mean value (which it does two times out of three), then the error will be 10% or less, i.e. there is a 67% chance that the error will be 10% or less.

Derivation of standard deviations for each of the estimates which could be generated from many surveys would be costly. Therefore, crude measures of sampling variability have been developed. These measures are produced by applying an estimated design effect to the variance estimate calculated with the assumption of simple random sampling. This method has been used to find crude estimates of the CVs of the data in this report. Data with CVs greater than 25% are not reported and are replaced by two dashes in tables and charts (--). Those with CVs between 16.6% and 25% are reported, but are identified with a single asterisk (*). Estimates with CVs of less than 16.6% are unmarked.

Particular care should be exercised when interpreting figures that are based on a relatively small number of cases or on small differences between data.

More information about the National Graduates Survey can be found in the documentation accompanying the release of the microdata tape. All information is available from the Postsecondary Education Section, Education, Culture and Tourism Division of Statistics Canada.

APPENDIX I

TRADE/VOCATIONAL QUESTIONNAIRE

Statistics Canada Statistique Canada

Special Surveys Division

Form NGS – 02

CONFIDENTIAL when completed

NATIONAL GRADUATES SURVEY

Trade and Vocational Programs

Authority – Statistics Act, Statutes of Canada, 1970 - 71 - 72, Chapter 15.

Interviewer's number	Interviewer's name	Senior interviewer

1. Record of calls/trace

	Date	Start Time	Finish Time	Result	Telephone Number
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

☐☐ Total number of calls

2. Length of interview: ☐☐ minutes

8–5400–111.1: 5-3-84 TB/CT–REG. B102555

Canada

3. *Final Status of Questionnaire*

Contacted and completed interview	01 ○
Contacted and partial interview	02 ○
Contacted but refused	03 ○
Already contacted (duplicate)	04 ○
Absent for duration of survey	05 ○
Unlisted number	06 ○
No answer	07 ○
Can't be reached by phone	08 ○
Unable to trace	09 ○
Interview ended in item 6	10 ○
No longer living in Canada	11 ○
Other	12 ○

A. INTRODUCTION

4. HELLO, I'M . . . *(your name)* . . . FROM STATISTICS CANADA. WE'RE DOING A SURVEY OF THOSE WHO COMPLETED A VOCATIONAL OR TECHNICAL PROGRAM IN 1982. THE SURVEY WILL GIVE EDUCATIONAL PLANNERS INFORMATION ON HOW WELL PEOPLE COMPLETING THESE PROGRAMS SUCCEED IN GETTING JOBS. I'D LIKE TO ASK YOU A FEW QUESTIONS. YOUR ANSWERS WILL BE STRICTLY CONFIDENTIAL AND WILL BE USED ONLY FOR STATISTICAL PURPOSES.

5. FIRST I'D LIKE TO ENSURE THAT OUR INFORMATION IS CORRECT. DID YOU OBTAIN A VOCATIONAL OR TECHNICAL CERTIFICATE OR DIPLOMA IN 1982?

Yes [1] ○ *Go to 7* No [2] ○

6. DID YOU COMPLETE THE REQUIREMENTS FOR A VOCATIONAL OR TECHNICAL PROGRAM IN 1982? BY "COMPLETE THE REQUIREMENTS" I MEAN, FOR EXAMPLE, WRITE THE LAST EXAM, OR SUBMIT THE LAST PAPER, REPORT OR PROJECT.

Yes [1] ○

No, Don't know [2] ○ *End interview*

7. WHAT WAS THE MAJOR SPECIALIZATION OF THE VOCATIONAL OR TECHNICAL PROGRAM YOU COMPLETED IN 1982? FOR EXAMPLE, CARPENTRY, HAIRDRESSING, AUTO REPAIR MECHANIC.
(If respondent completed more than one vocational program in 1982, ask about the last one that lasted 3 months or more)

B. DURING POSTSECONDARY STUDIES

8. IN WHAT MONTH DID YOU COMPLETE THE *(Specialization in 7)* PROGRAM? BY "COMPLETE" I MEAN, FOR EXAMPLE, WRITE THE LAST EXAM, OR SUBMIT THE LAST PAPER, REPORT OR PROJECT. *(Enter month and check year)*

month

1981 [1] ○ 1982 [2] ○

Don't know [3] ○

9. WHAT WAS THE NORMAL LENGTH OF THE *(Specialization in 7)* PROGRAM? *(Check unit used by respondent and enter amount)*

weeks: [1] ○

months: [2] ○

years: [3] ○

10. WHO PAID THE FEES FOR THE *(Specialization in 7)* PROGRAM? WAS IT EMPLOYMENT AND IMMIGRATION CANADA, THE PROVINCIAL GOVERNMENT, YOU OR SOMEBODY ELSE?
(Check all mentioned)

Employment and Immigration, Canada Manpower	1 ○
Provincial government	2 ○
Respondent	3 ○
Somebody else	4 ○
Other *(Specify)*	5 ○
Don't know	6 ○
No fees	7 ○

8-5400-111.1

11. DURING THE LAST THREE MONTHS YOU WERE IN THE *(Specialization in 7)* PROGRAM, DID YOU STUDY FULL-TIME OR PART-TIME?

Full-time ..... 1 ○

Part-time ..... 2 ○

12. DURING THOSE THREE MONTHS, DID YOU WORK AT A JOB OR BUSINESS?

Yes 3 ○ No 4 ○

13. WAS THE *(Specialization in 7)* PROGRAM PART OF AN APPRENTICESHIP PROGRAM IN WHICH YOU WERE REGISTERED AT THE TIME?

Yes 5 ○ No 6 ○

14. BEFORE YOU STARTED THE *(Specialization in 7)* PROGRAM, WHAT WAS THE HIGHEST LEVEL OF EDUCATION YOU HAD COMPLETED? *(Do not read list. Mark one only)*

School:

Elementary ..... 01 ○

Some secondary ..... 02 ○

Completed secondary/technical high school ..... 03 ○

College:

Some college/CEGEP ..... 04 ○

Completed college/CEGEP D.E.C./ technical institute .. 05 ○

University:

Some university (incl. university transfer in Alta. & B.C.) 06 ○

University certificate or diploma (below graduate level) 07 ○

University certificate or diploma (graduate level) ..... 08 ○

Bachelors degree (e.g. B.A., B.Sc., B.Ed., B.Comm., B.Eng., etc.) ..... 09 ○

Degree in law, medicine or theology (e.g. LL.B., D.D.S., D.V.M.) ..... 10 ○

Masters degree (e.g. M.A., M.Sc., M.Ed., M.B.A., etc.) ... 11 ○

Earned doctorate (e.g. Ph.D., D.Sc., etc.) ..... 12 ○

Other *(Specify)* ..... 13 ○

_____

C. WORK AND OTHER EXPERIENCES BEFORE POSTSECONDARY STUDIES.

15. NOW SOME QUESTIONS ABOUT THE TIME BEFORE YOU STARTED THE *(Specialization in 7)* PROGRAM. BEFORE YOU STARTED THE PROGRAM, DID YOU EVER WORK FULL-TIME? BY FULL-TIME I MEAN USUALLY WORKED 30 OR MORE HOURS A WEEK.

Yes 1 ○ No 2 ○ *Go to 22*

16. WHAT WAS THE TOTAL NUMBER OF YEARS OF FULL-TIME WORK EXPERIENCE YOU HAD BEFORE STARTING THE *(Specialization in 7)* PROGRAM? PLEASE ADD UP ALL THE TIME YOU WORKED FULL-TIME, EXCEPT FOR SUMMER JOBS HELD WHILE YOU WERE A STUDENT.

Less than 6 months ..... 1 ○ *Go to 22*

6 months – less than 1 year. ..... 2 ○

1 – less than 3 years ..... 3 ○

3 – less than 5 years ..... 4 ○

5 – less than 7 years ..... 5 ○

7 years or more ..... 6 ○ *Go to 18*

Don't know ..... 7 ○

17. DID ANY OF THIS FULL-TIME WORK BEFORE YOU STARTED THE *(Specialization in 7)* PROGRAM LAST FOR A PERIOD OF SIX CONSECUTIVE MONTHS OR MORE?

Yes 1 ○ No 2 ○ *Go to 22*

18. IN WHAT YEAR DID YOU LAST WORK AT A JOB THAT LASTED SIX MONTHS OR MORE? *(Enter year or check if still working)*

1 9 ☐ ☐ Or: Still working at it [1]○

Never [2]○ *Go to 22*

19. FOR WHOM DID YOU WORK AT THAT JOB? *(Probe with name of business, government department or agency, or person)*

Don't know [1]○ Or:

20. WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? *(Probe with: paper-box manufacturing, retail shoe store, municipal government)*

Don't know [1]○ Or:

21. WHAT KIND OF WORK WERE YOU DOING? *(Probe with: shoe salesperson, elementary school teacher, invoice clerk) (Describe major activity, using at least two words)*

Don't know [1]○ Or:

22. DURING THE 12 MONTHS BEFORE YOU STARTED THE *(Specialization in 7)* PROGRAM, WHAT WAS YOUR MAJOR ACTIVITY? FOR EXAMPLE, WORKING, GOING TO SCHOOL, LOOKING FOR WORK, HOUSEHOLD RESPONSIBILITIES. *(Check one only)*

Working . . . . . [1]○ *Go to 24*

Going to school . . . . . [2]○

Looking for work . . . . . [3]○

Household responsibilities . . . . . [4]○ } *Go to 24*

Other *(Specify)* . . . . . [5]○

_____

23. IN WHAT KIND OF SCHOOL WAS THAT?

High school . . . . . [1]○

Vocational school/institute . . . . . [2]○

College, CEGEP . . . . . [3]○

University . . . . . [4]○

Other . . . . . [5]○

24. DURING THE 12 MONTHS BEFORE YOU STARTED THE *(Specialization in 7)* PROGRAM, WERE YOU WITHOUT WORK FOR A PERIOD OF FOUR MONTHS OR MORE, AND LOOKING FOR WORK?

Yes [1]○ No [2]○ Don't know [3]○

25. DURING THE 12 MONTHS BEFORE YOU STARTED, WAS YOUR PRINCIPAL RESIDENCE IN *(Read province of institution from line B of label)?*

Yes [1] ○ *Go to 28* No [2] ○

26. IN WHAT PROVINCE WAS IT?

Nfld.	[01] ○	Man.	[07] ○
P.E.I.	[02] ○	Sask.	[08] ○
N.S.	[03] ○	Alta.	[09] ○
N.B.	[04] ○	B.C.	[10] ○
Québec	[05] ○	Yukon or N.W.T.	[11] ○
Ontario	[06] ○	Outside Canada	[12] ○

27. DID YOU MOVE FROM THAT PROVINCE (COUNTRY) SPECIFICALLY TO ENROLL IN THE *(Specialization in 7)* PROGRAM, OR FOR SOME OTHER REASON?

Enroll [1] ○ Some other reason [2] ○

Did not move [3] ○

D. LAST WEEK OF JANUARY 1983

28. NOW SOME QUESTIONS ABOUT YOUR EXPERIENCE SINCE YOU COMPLETED THE *(Specialization in 7)* PROGRAM. FIRST SOME QUESTIONS ABOUT THE LAST WEEK OF JANUARY 1983, THAT IS, ABOUT A YEAR AND A HALF AGO. DURING THAT WEEK, WERE YOU ENROLLED IN AN EDUCATIONAL OR TRAINING INSTITUTION?

Yes [1] ○ No [2] ○ *Go to 30*

29. WERE YOU ENROLLED AS A FULL-TIME OR AS A PART-TIME STUDENT?

Full-time [3] ○ Part-time [4] ○

30. DURING THAT WEEK, DID YOU DO ANY WORK AT A JOB OR A BUSINESS?

Yes [5] ○ *Go to 32* No [6] ○

31. DURING THAT WEEK, DID YOU HAVE A JOB OR BUSINESS AT WHICH YOU DID NOT WORK?

Yes [7] ○ No [8] ○ *Go to 33*

32. WAS THAT A FULL-TIME JOB, THAT IS, USUALLY 30 OR MORE HOURS A WEEK?

Yes [1] ○ *Go to 36* No [2] ○

33. DURING THE LAST WEEK OF JANUARY 1983, DID YOU HAVE A FULL TIME JOB TO START AT A DEFINITE DATE IN THE FUTURE?

Yes [3] ○ *Go to 36* No [4] ○

34. WERE YOU LOOKING FOR A JOB DURING THE LAST WEEK OF JANUARY 1983?

Yes [5] ○ No [6] ○ *Go to 36*

35. WERE YOU LOOKING FOR A FULL-TIME JOB?

Yes [7] ○ No [8] ○

8–5400–111.1

E. LAST WEEK OF OCTOBER 1983

36. NOW SOME QUESTIONS ABOUT THE LAST WEEK OF OCTOBER 1983. DURING THAT WEEK, WERE YOU ENROLLED IN AN EDUCATIONAL OR TRAINING INSTITUTION?

Yes [1] ○ No [2] ○ *Go to 38*

37. WERE YOU ENROLLED AS A FULL-TIME OR AS A PART-TIME STUDENT?

Full-time [3] ○ Part-time [4] ○

38. DURING THAT WEEK, DID YOU DO ANY WORK AT A JOB OR BUSINESS?

Yes [5] ○ *Go to 40* No [6] ○

39. DURING THAT WEEK, DID YOU HAVE A JOB OR BUSINESS AT WHICH YOU DID NOT WORK?

Yes [7] ○ No [8] ○ *Go to 41*

40. WAS THAT A FULL-TIME JOB, THAT IS, USUALLY 30 OR MORE HOURS A WEEK?

Yes [1] ○ *Go to 44* No [2] ○

41. DURING THE LAST WEEK OF OCTOBER 1983, DID YOU HAVE A FULL-TIME JOB TO START AT A DEFINITE DATE IN THE FUTURE?

Yes [3] ○ *Go to 44* No [4] ○

42. WERE YOU LOOKING FOR A JOB DURING THE LAST WEEK OF OCTOBER 1983?

Yes [5] ○ No [6] ○ *Go to 44*

43. WERE YOU LOOKING FOR A FULL-TIME JOB?

Yes [7] ○ No [8] ○

F. SINCE COMPLETING POSTSECONDARY STUDIES

44. *INTERVIEWER CHECK-ITEM:*

If respondent was looking for a job in January ("Yes" in 34) or in October ("Yes" in 42),

Check [1] ○ *Go to 47*

Otherwise [2] ○ *Go to 45*

45. NOW SOME QUESTIONS ABOUT THE ENTIRE TWO YEARS OR SO SINCE YOU COMPLETED THE *(Specialization in 7)* PROGRAM. AT ANY TIME SINCE THEN, WERE YOU EVER WITHOUT A JOB AND LOOKING FOR ONE?

Yes [1] ○ No [2] ○ *Go to 50*

46. HOW LONG IN TOTAL WERE YOU WITHOUT A JOB AND LOOKING FOR ONE? *(Check units and enter amounts or check "don't know")*

weeks [1] ○ ☐☐

months [2] ○ ☐☐

Or: don't know [3] ○

Go to 48

47. NOW SOME QUESTIONS ABOUT THE ENTIRE TWO YEARS OR SO SINCE YOU COMPLETED THE *(Specialization in 7)* PROGRAM. HOW LONG IN TOTAL WERE YOU WITHOUT A JOB AND LOOKING FOR ONE IN THIS PERIOD? *(Check units and enter amounts or check "don't know")*

weeks [1] ○ ☐☐

months [2] ○ ☐☐

Or: don't know [3] ○

48. DURING ANY OF THIS TIME WHEN YOU WERE LOOKING FOR A JOB, WERE YOU A FULL-TIME STUDENT?

Yes [1] ○ No [2] ○ *Go to 50*

49. HOW MUCH OF THIS TIME WERE YOU A FULL-TIME STUDENT? *(Check units and enter amounts, or check "all of it")*

weeks [1] ○ ☐☐

months [2] ○ ☐☐

Or: all of it [3] ○

50. SINCE COMPLETING THE *(Specialization in 7)* PROGRAM, HAVE YOU COMPLETED ANY OTHER VOCATIONAL, COLLEGE OR UNIVERSITY PROGRAMS?

Yes [1]○ No [2]○ *Go to 52*

51. WHAT TYPES OF DIPLOMAS, CERTIFICATES OR DEGREES HAVE YOU OBTAINED? *(Mark all mentioned)*

- High school certificate/diploma . . . . . [01]○
- Trade/vocational . . . . . [02]○
- Community college/CEGEP/technical institute certificate or diploma/CEGEP D.E.C. . . . . [03]○
- University certificate or diploma (below graduate level) [04]○
- University certificate or diploma (graduate level) . . . . . [05]○
- Bachelors degree . . . . . [06]○
- Degree in law, medicine or theology (LL.B., D.D.S., D.V.M.) . . . . . [07]○
- Masters degree . . . . . [08]○
- Earned doctorate (Ph.D., D.Sc., etc.) . . . . . [09]○
- Other *(Specify)* . . . . . [10]○

_____

52. SINCE COMPLETING THE *(Specialization in 7)* PROGRAM, HAVE YOU REGISTERED IN AN APPRENTICESHIP PROGRAM?

Yes [1]○ No [2]○ *Go to 54*

53. WHAT TRADE?

| | | |

60. WHAT WAS THE MAIN REASON YOU DID NOT LOOK FOR A JOB THAT WEEK? *(Mark one only)*

- Own illness or disability . . . . . 01 ○
- Personal or family responsibilities . . . . . 02 ○
- Going to school . . . . . 03 ○
- No longer interested in finding a job . . . . 04 ○
- Waiting for recall (to former job) . . . . . 05 ○
- Had already found a new job . . . . . 06 ○
- Waiting for replies from employer . . . . . 07 ○
- Could not find the kind of job wanted . . . 08 ○
- Discouraged with looking . . . . . 09 ○
- Other reason . . . . . 10 ○
- No reason given . . . . . 11 ○

Go to 83

61. WERE YOU LOOKING FOR A FULL-TIME JOB?

Yes 1 ○ No 2 ○

Go to 83

62. WHAT IS THE MAIN REASON YOU HAD A PART-TIME JOB? *(Do not read list; check one only)*

- Own illness or disability . . . . . 1 ○
- Personal or family responsibilities . . . . . 2 ○
- Going to school . . . . . 3 ○
- Could only find part-time work . . . . . 4 ○
- Did not want full-time work . . . . . 5 ○
- Full-time work is under 30 hours a week . . . . . 6 ○
- Other reason *(Specify)* . . . . . 7 ○

_____

63. *INTERVIEWER: For items 64 through 77, if the respondent had more than one job, ask about the main job, i.e. the one usually worked at for the most number of hours.*

64. FOR WHOM DID YOU WORK AT THAT JOB? *(Probe with name of business, government department or agency, or person)*

65. WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? *(Probe with: paper-box manufacturing, retail shoe store, municipal government)*

66. WHAT KIND OF WORK WERE YOU DOING? *(Probe with: shoe salesperson, elementary school teacher, invoice clerk) (Describe major activity, using at least two words)*

67. IF YOU WERE TO WORK AT THAT JOB FOR THE 12 MONTHS OF 1984, APPROXIMATELY WHAT WOULD BE YOUR GROSS ANNUAL EARNINGS? *(Record to nearest thousand dollars)*

$ [ ][ ][0][0][0].[0][0] Or: don't know 1 ○

68. IN THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2, WERE YOU A PAID WORKER OR SELF-EMPLOYED?

- Paid worker . . . . . 1 ○
- Self-employed . . . . . 2 ○
- Other (e.g. unpaid family worker) 3 ○

Go to 83

69. DID YOU HAVE A PERMANENT POSITION OR A TEMPORARY POSITION WITH THAT EMPLOYER? *(If respondent asks, read definition of "permanent" and "temporary")*

Permanent [1]○

(Definition: There was no indication that the job would end at some definite point in time, e.g., hired permanently with no specified term)

Temporary [2]○

(Definition: There was a definite indication that the job would terminate at some specified point in time, e.g., hired for a six-month term)

70. WHEN YOU GOT THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2, WHAT WAS THE LEVEL OF EDUCATION OR TRAINING REQUIRED TO GET THAT JOB? *(Mark one only)*

No qualifications specified . . . . . [01]○

Some high school (level not specified) . . . . . [02]○

Grade 10 or less . . . . . [03]○

Grade 11 . . . . . [04]○

Grade 12 or 13/completed high school . . . . . [05]○

Some postsecondary education, not specified . . . . . [06]○

Trade or vocational certificate/diploma . . . . . [07]○

Some college/CEGEP or similar institution . . . . . [08]○

Diploma or certificate from college/CEGEP or similar institution . . . . . [09]○

Some university . . . . . [10]○

University diploma or certificate . . . . . [11]○

University degree *(Specify level)* . . . . . [12]○

_____

Don't know . . . . . [13]○

71. DID THE EMPLOYER SPECIFY THAT THE *(Specialization in 7)* PROGRAM WAS NECESSARY TO GET THE JOB?

Yes [1]○ No [2]○ Don't know [3]○

72. DID THE EMPLOYER SPECIFY THAT RELATED WORK EXPERIENCE WAS ESSENTIAL FOR THAT JOB?

Yes [4]○ No [5]○ Don't know [6]○

73. WAS THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2 ONE FOR WHICH THE *(Specialization in 7)* PROGRAM WAS DESIGNED?

Yes [7]○ No [8]○

74. *INTERVIEWER CHECK-ITEM:*

If respondent had a full-time job to start in the future ("Yes" in 58),

Check [1]○ *Go to 83*

Otherwise [2]○ *Go to 75*

75. CONSIDERING ALL ASPECTS OF THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2, HOW SATISFIED WERE YOU WITH THE JOB? WOULD YOU SAY THAT YOU WERE . . . *(Read first four categories aloud)*

Very satisfied? . . . . . [1]○

Satisfied? . . . . . [2]○

Not very satisfied? . . . . . [3]○

Not at all satisfied? . . . . . [4]○

Don't know/no opinion . . . . . [5]○

76. CONSIDERING THE DUTIES AND RESPONSIBILITIES OF THAT JOB, HOW SATISFIED WERE YOU WITH THE PAY YOU RECEIVED? WOULD YOU SAY THAT YOU WERE . . . *(Read first four categories aloud)*

Very satisfied? . . . . . [1]○

Satisfied? . . . . . [2]○

Not very satisfied? . . . . . [3]○

Not at all satisfied? . . . . . [4]○

Don't know/no opinion . . . . . [5]○

77. IN THAT JOB, DID YOU USE ANY OF THE SKILLS YOU ACQUIRED IN THE *(Specialization in 7)* PROGRAM?

Yes [1] ○ No [2] ○

H. JOB LASTING SIX MONTHS OR MORE

78. HAVE YOU WORKED AT THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2 FOR SIX MONTHS OR MORE? *(Interviewer: If asked, a "job" means doing the same kind of work for the same employer)*

Yes [1] ○ No [2] ○ *Go to 82*

79. SINCE YOU COMPLETED THE *(Specialization in 7)* PROGRAM, WAS THAT YOUR **FIRST** FULL-TIME JOB LASTING SIX MONTHS OR MORE?

Yes [1] ○ No [2] ○

80. WHEN DID YOU BEGIN THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2? *(Enter month and year)*

month ____ year 19__

81. *INTERVIEWER CHECK-ITEM:*

If the job held in the week of May 27 through June 2 was the first job lasting six months or more ("Yes" in 79),

Check [1] ○ *Go to 88*

Otherwise [2] ○ *Go to 84*

82. WHEN DID YOU BEGIN THAT JOB? *(Enter month and check year)*

month ____ 1983 [1] ○ 1984 [2] ○

83. SINCE YOU COMPLETED THE *(Specialization in 7)* PROGRAM, HAVE YOU HELD ANY FULL-TIME JOB LASTING SIX MONTHS OR MORE?

Yes [1] ○ No [2] ○ *Go to 88*

84. SINCE YOU COMPLETED THE *(Specialization in 7)* PROGRAM, WHEN DID YOU START YOUR FIRST FULL-TIME JOB LASTING SIX MONTHS OR MORE? *(Enter month and year)*

month ____ 19__ year

85. FOR WHOM DID YOU WORK AT THAT JOB? *(Probe with name of business, government department or agency, or person)*

Don't know [1] ○ Or:

86. WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? *(Probe with: paper-box manufacturing, retail shoe store, municipal government)*

Don't know [1] ○ Or:

87. WHAT KIND OF WORK WERE YOU DOING? *(Probe with: shoe salesperson, elementary school teacher, invoice clerk) (Describe major activity, using at least two words)*

Don't know [1] ○ Or:

I. GENERAL AND CLASSIFICATORY QUESTIONS

88. NOW I'D LIKE TO ASK YOU A FEW GENERAL QUESTIONS. GIVEN YOUR EXPERIENCE SINCE COMPLETING THE *(Specialization in 7)* PROGRAM, WOULD YOU HAVE TAKEN THE SAME EDUCATIONAL PROGRAM, A DIFFERENT PROGRAM, OR NOT TAKEN ANY POSTSECONDARY PROGRAM?

Same [1]○ Different [2]○

None [3]○ *Go to 90*

89. WOULD YOU HAVE TAKEN A DIFFERENT TRADE OR VOCATIONAL PROGRAM, OR TAKEN A PROGRAM IN A DIFFERENT TYPE OF SCHOOL SUCH AS A COLLEGE? *(Check one only)*

Different trade/vocational program . . . . . [1]○

Same trade program but in a different college/school . . . [2]○

College program . . . . . [3]○

University program . . . . . [4]○

Don't know, no opinion . . . . . [5]○

Other answer *(Specify)* . . . . . [6]○

_____

90. FINALLY, I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF. IN WHAT YEAR WERE YOU BORN?

1	9		

year

Or: refused [1]○

91. WHAT IS YOUR MARITAL STATUS? ARE YOU SINGLE, THAT IS, NEVER MARRIED; MARRIED, INCLUDING COHABITATION; WIDOWED, SEPARATED, OR DIVORCED?

Single (never married) . . . . . [1]○

Married/cohabitation . . . . . [2]○

Widowed, separated, divorced . . . . . [3]○

Refused, not stated . . . . . [4]○

92. WHAT LANGUAGE DID YOU FIRST LEARN AND STILL UNDERSTAND? *(Check ony only)*

English . . . . . [1]○

French . . . . . [2]○

Other language . . . . . [3]○

93. WHAT LANGUAGE DO YOU SPEAK MOST OFTEN AT HOME? *(Check one only)*

English . . . . . [1]○

French . . . . . [2]○

Other language . . . . . [3]○

94. DO YOU HAVE ANY DEPENDENT CHILDREN?

Yes [1]○ No [2]○ *Go to 96*

95. PLEASE TELL ME THEIR AGES. *(Record age in years as of last birthday)*

96. DO YOU CONSIDER YOURSELF AN ABORIGINAL PERSON OR NATIVE INDIAN OF NORTH AMERICA, THAT IS, INUIT, NORTH AMERICAN INDIAN OR METIS?

Yes [1]○ No [2]○

97. WHAT IS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR FATHER AND BY YOUR MOTHER (OR GUARDIAN)? *(Check one only in each column)*

	Father	Mother
No formal schooling	01 ○	13 ○
Elementary school	02 ○	14 ○
Some secondary (high) school	03 ○	15 ○
Completed secondary school	04 ○	16 ○
Business, technical or trade training	05 ○	17 ○
Some college/CEGEP/Institute of Technology	06 ○	18 ○
Completed college/CEGEP, etc.	07 ○	19 ○
Some university	08 ○	20 ○
Nursing school, Teachers' College	09 ○	21 ○
University degree	10 ○	22 ○
Other *(Specify)* _____	11 ○	23 ○
Don't know	12 ○	24 ○

98. SCHOOLS AND COLLEGES ARE INTERESTED IN KNOWING WHERE STUDENTS LOCATE AFTER COMPLETING PROGRAMS. WOULD YOU PLEASE TELL ME THE NAME OF THE CITY, TOWN OR VILLAGE YOU LIVE IN AND YOUR POSTAL CODE.

City, etc. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Postal code ☐☐☐ ☐☐☐

99. *READ THE FOLLOWING DATA-SHARING AGREEMENT EXACTLY AS WORDED.*

To avoid duplication of enquiry, Statistics Canada is conducting this survey jointly with the Department of the Secretary of State, Employment and Immigration Canada and the provincial Ministries of Education and Labour. The information collected will be kept confidential and used for statistical purposes only.

However, if you object to sharing your answers with any of these departments, please write to the Chief Statistician of Canada, Ottawa, Ontario, K1A 0T6.

(If respondent asks if it isn't enough just to tell you he/she doesn't want to share, add:) According to the law, we need to have a letter from you indicating that you object to your answers being shared, specifying which departments this objection applies to.

100. THAT'S THE END OF THE SURVEY. WOULD YOU LIKE US TO SEND YOU A SUMMARY OF THE SURVEY RESULTS WHEN IT IS AVAILABLE?

Yes [1] ○ No [2] ○ *Terminate and go to 102*

101. MAY I HAVE THE REST OF YOUR MAILING ADDRESS, BESIDES THE CITY/TOWN/VILLAGE AND POSTAL CODE YOU JUST GAVE ME? *(Write in street name and number, apartment number, etc.)*

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

END INTERVIEW. PLEASE COMPLETE ITEMS 102 THROUGH 103

102. *Sex of respondent:*

Male [1] ○ Female [2] ○

103. *Province or territory where respondent was when interviewed.*

Nfld.	01 ○	Man.	07 ○
P.E.I.	02 ○	Sask.	08 ○
N.S.	03 ○	Alta.	09 ○
N.B.	04 ○	B.C.	10 ○
Quebec	05 ○	Yukon	11 ○
Ontario	06 ○	N.W.T.	12 ○

104. *Language of interview:*

English [1] ✓ French [2] ○

APPENDIX J **UNIVERSITY/COLLEGE QUESTIONNAIRE**

Statistics Canada Statistique Canada

Special Surveys Division

Form NGS – 01

CONFIDENTIAL when completed

NATIONAL GRADUATES SURVEY

University and College Programs

Authority – Statistics Act, Statutes of Canada, 1970-71-72, Chapter 15

Correction of line A:

Interviewer's number	Interviewer's name	Senior interviewer

1. Record of calls/trace

	Date	Start Time	Finish Time	Result	Telephone Number
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Total number of calls

2. Length of interview: minutes.

8-5400-34.1: 5-3-84 TB/CT-REG. B102555

Canada

3. *Final Status of Questionnaire*

Contacted and completed interview	01 ○
Contacted and partial interview	02 ○
Contacted but refused	03 ○
Already contacted (duplicate)	04 ○
Absent for duration of survey	05 ○
Unlisted number	06 ○
No answer	07 ○
Can't be reached by phone	08 ○
Unable to trace	09 ○
Interview ended in item 6	10 ○
No longer living in Canada	11 ○
Other	12 ○

A. INTRODUCTION

4. HELLO, I'M . . . *(your name)* . . . FROM STATISTICS CANADA. WE'RE DOING A SURVEY OF 1982 GRADUATES. THE SURVEY WILL GIVE EDUCATIONAL PLANNERS INFORMATION ON THE EMPLOYMENT EXPERIENCE OF GRADUATES. I'D LIKE TO ASK YOU SOME QUESTIONS. YOUR ANSWERS WILL BE STRICTLY CONFIDENTIAL AND WILL BE USED ONLY FOR STATISTICAL PURPOSES.

5. FIRST I'D LIKE TO ENSURE THAT OUR INFORMATION IS CORRECT. DID YOU OBTAIN A *(Read line A)* IN 1982?

Yes 1 ○ *Go to 8* No 2 ○

6. DID YOU OBTAIN ANY DEGREE, DIPLOMA OR CERTIFICATE IN 1982?

Yes 1 ○ No 2 ○ *End interview*

7. WHAT DEGREE, DIPLOMA OR CERTIFICATE DID YOU OBTAIN IN 1982? *(Check one only)*

Diploma or certificate from college/CEGEP/other equivalent institution	1 ○
University undergraduate diploma or certificate	2 ○
Bachelors or first professional degree	3 ○
University graduate diploma or certificate	4 ○
Masters degree	5 ○
Doctorate degree	6 ○
Other *(Specify)*	7 ○

(Correct line A of the label if required, then go to 8)

B. DURING POSTSECONDARY STUDIES

8. NOW SOME QUESTIONS ABOUT THE TIME WHILE YOU WERE STUDYING FOR THE *(Read line A)*. IN WHAT MONTH DID YOU COMPLETE THE REQUIREMENTS FOR THE *(Read line A)*? BY "COMPLETE THE REQUIREMENTS" I MEAN, FOR EXAMPLE, WRITE THE LAST EXAM, OR SUBMIT THE LAST PAPER, REPORT OR PROJECT, OR DEFEND YOUR THESIS. *(Enter month and check year)*

☐☐ Month 1981 1 ○ 1982 2 ○

9. WHAT WAS THE MAJOR FIELD OF STUDY OR SPECIALIZATION FOR THE *(Read line A)*? *(If two, enter both)*

1. ☐☐☐

10. WHAT WAS THE NORMAL LENGTH, IN ACADEMIC YEARS, OF THE *(Read line A)* PROGRAM?

Less than one year	1 ○	Four years	5 ○
One year	2 ○	Five years	6 ○
Two years	3 ○	More than five years	7 ○
Three years	4 ○	Don't know	8 ○

11. WAS THE *(Read line A)* PROGRAM A COOPERATIVE PROGRAM?

Yes 1 ○ No 2 ○

12. WERE YOU EVER REGISTERED AS A PART-TIME STUDENT IN THE *(Read line A)* PROGRAM?

Yes 3 ○ No 4 ○ *Go to 15*

13. DID YOU TAKE MOST OF THE COURSES IN THE *(Read line A)* PROGRAM AS A PART-TIME STUDENT?

Yes 5 ○ No 6 ○

About equally full-time and part-time, half-and-half 7 ○

14. DURING YOUR FINAL TERM IN THE *(Read line A)* PROGRAM, WERE YOU ENROLLED AS A FULL-TIME OR AS A PART-TIME STUDENT?

Full-time 8 ○ Part-time 9 ○

15. BEFORE YOU STARTED THE *(Read line A)* PROGRAM, WHAT WAS THE HIGHEST LEVEL OF EDUCATION YOU HAD COMPLETED? *(Do not read list. Mark one only)*

School:

Elementary . . . . . 01 ○

Some secondary . . . . . 02 ○

Completed secondary/technical high school . . . . . 03 ○

College:

Some college/CEGEP . . . . . 04 ○

Completed college/CEGEP D.E.C/technical institute . . . 05 ○

University:

Some university (incl. university transfer in Alta. & B.C.) 06 ○

University certificate or diploma (below graduate level) 07 ○

University certificate or diploma (graduate level) . . . . . 08 ○

Bachelors degree (e.g. B.A., B.Sc., B.Ed., B.Comm., B.Eng., etc.) . . . . . 09 ○

Degree in law, medicine or theology (e.g. LL.B., D.D.S., D.V.M.) . . . . . 10 ○

Masters degree (e.g. M.A., M.Sc., M.Ed., M.B.A., etc.) 11 ○

Earned doctorate (e.g. Ph.D., D.Sc., etc.) . . . . . 12 ○

Other *(Specify)* . . . . . 13 ○

_____

8-5400-34.1

C. WORK AND OTHER EXPERIENCES BEFORE POSTSECONDARY STUDIES

16. NOW SOME QUESTIONS ABOUT THE TIME BETWEEN LEAVING HIGH SCHOOL AND COMPLETING THE *(Read line A)* PROGRAM. DURING THAT PERIOD, DID YOU EVER WORK FULL-TIME? BY FULL-TIME I MEAN USUALLY WORKED 30 OR MORE HOURS A WEEK. DO NOT INCLUDE SUMMER JOBS HELD WHILE YOU WERE A STUDENT.

Yes [1]○ No [2]○ *Go to 23*

17. DURING THAT PERIOD, WHAT WAS THE TOTAL NUMBER OF YEARS OF FULL-TIME WORK EXPERIENCE YOU HAD ACCUMULATED? DO NOT INCLUDE SUMMER JOBS HELD WHILE YOU WERE A STUDENT.

Less than 6 months . . . . . [1]○ *Go to 23*

6 months – less than 1 year . . . . [2]○

1 – less than 3 years . . . . . [3]○

3 – less than 5 years . . . . . [4]○

5 – less than 7 years . . . . . [5]○ *Go to 19*

7 years or more . . . . . [6]○

Don't know . . . . . [7]○

18. DURING THAT PERIOD, DID YOU WORK AT A FULL-TIME JOB FOR A PERIOD OF SIX CONSECUTIVE MONTHS OR MORE?

Yes [1]○ No [2]○ *Go to 23*

19. IN THE TIME BETWEEN LEAVING HIGH SCHOOL AND COMPLETING THE *(Read line A)* PROGRAM, IN WHAT YEAR DID YOU LAST WORK AT A JOB THAT LASTED SIX MONTHS OR MORE? *(Enter year or check)*

1	9		

Or: Still working at it [1]○

Never [2]○ *Go to 23*

20. FOR WHOM DID YOU WORK AT THAT JOB? *(Probe with name of business, government department or agency, or person)*

Don't know [1]○ Or:

21. WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? *(Probe with: elementary school, municipal government, retail shoe store)*

Don't know [1]○ Or:

22. WHAT KIND OF WORK WERE YOU DOING? *(Probe with: elementary school teacher, manager of a biological research department, shoe salesperson) (Describe major activity, using at least two words)*

Don't know [1]○ Or:

23. DURING THE 12 MONTHS BEFORE YOU ENROLLED IN THE *(Read line A)* PROGRAM, WHAT WAS YOUR MAJOR ACTIVITY? FOR EXAMPLE, WORKING, GOING TO SCHOOL, LOOKING FOR WORK, HOUSEHOLD RESPONSIBILITIES. *(Check one only)*

Working . . . . . [1]○ *Go to 25*

Going to school . . . . . [2]○

Looking for work . . . . . [3]○

Household responsibilities . . . . . [4]○ *Go to 25*

Other *(Specify)* . . . . . [5]○

_____

24. IN WHAT KIND OF SCHOOL WAS THAT?

High school ..... 1○

Vocational school/institute ..... 2○

College, CEGEP ..... 3○

University ..... 4○

Other ..... 5○

25. DURING THE 12 MONTHS BEFORE YOU ENROLLED IN THE *(Read line A)* PROGRAM, WAS YOUR PRINCIPAL RESIDENCE IN *(Read province of institution from line B of label)*?

Yes 1○ *Go to 28* No 2○

26. IN WHAT PROVINCE WAS IT?

Nfld.	01○	Man.	07○
P.E.I.	02○	Sask.	08○
N.S.	03○	Alta.	09○
N.B.	04○	B.C.	10○
Quebec	05○	Yukon or N.W.T.	11○
Ontario	06○	Outside Canada	12○

27. DID YOU MOVE FROM THAT PROVINCE (COUNTRY) SPECIFICALLY TO ENROLL IN THE *(Read line A)* PROGRAM, OR FOR SOME OTHER REASON?

Enroll 1○ Other reason 2○

Did not move 3○

D. LAST WEEK OF JANUARY 1983

28. NOW A FEW QUESTIONS ABOUT YOUR EXPERIENCES SINCE YOU COMPLETED THE *(Read line A)* PROGRAM. FIRST SOME QUESTIONS ABOUT THE LAST WEEK OF JANUARY 1983, THAT IS, ABOUT A YEAR AND A HALF AGO. DURING THAT WEEK, WERE YOU ENROLLED IN AN EDUCATIONAL INSTITUTION?

Yes 1○ No 2○ *Go to 30*

29. WERE YOU ENROLLED AS A FULL-TIME OR AS A PART-TIME STUDENT?

Full-time 3○ Part-time 4○

30. DURING THAT WEEK, DID YOU DO ANY WORK AT A JOB OR A BUSINESS?

Yes 5○ *Go to 32* No 6○

31. DURING THAT WEEK, DID YOU HAVE A JOB OR BUSINESS AT WHICH YOU DID NOT WORK?

Yes 7○ No 8○ *Go to 33*

32. WAS THAT A FULL-TIME JOB, THAT IS, USUALLY 30 OR MORE HOURS A WEEK?

Yes 1○ *Go to 36* No 2○

33. DURING THE LAST WEEK OF JANUARY 1983, DID YOU HAVE A FULL-TIME JOB TO START AT A DEFINITE DATE IN THE FUTURE?

Yes 3○ *Go to 36* No 4○

34. WERE YOU LOOKING FOR A JOB DURING THE LAST WEEK OF JANUARY 1983?

Yes 5○ No 6○ *Go to 36*

35. WERE YOU LOOKING FOR A FULL-TIME JOB?

Yes 7○ No 8○

E. LAST WEEK OF OCTOBER 1983

36. NOW SOME QUESTIONS ABOUT THE LAST WEEK OF OCTOBER 1983. DURING THAT WEEK, WERE YOU ENROLLED IN AN EDUCATIONAL INSTITUTION?

Yes 1○ No 2○ *Go to 38*

37. WERE YOU ENROLLED AS A FULL-TIME OR AS A PART-TIME STUDENT?

Full-time 3○ Part-time 4○

38. DURING THAT WEEK, DID YOU DO ANY WORK AT A JOB OR BUSINESS?

Yes 5○ *Go to 40* No 6○

39. DURING THAT WEEK, DID YOU HAVE A JOB OR BUSINESS AT WHICH YOU DID NOT WORK?

Yes 7○ No 8○ *Go to 41*

40. WAS THAT A FULL-TIME JOB, THAT IS, USUALLY 30 OR MORE HOURS A WEEK?

Yes 1○ *Go to 44* No 2○

41. DURING THE LAST WEEK OF OCTOBER 1983, DID YOU HAVE A FULL-TIME JOB TO START AT A DEFINITE DATE IN THE FUTURE?

Yes [3]○ *Go to 44* No [4]○

42. WERE YOU LOOKING FOR A JOB DURING THE LAST WEEK OF OCTOBER 1983?

Yes [5]○ No [6]○ *Go to 44*

43. WERE YOU LOOKING FOR A FULL-TIME JOB?

Yes [7]○ No [8]○

F. SINCE COMPLETING POSTSECONDARY STUDIES

44. *INTERVIEWER CHECK-ITEM:*
If respondent was looking for a job in January ("Yes" in 34) or in October ("Yes" in 42),

Check [1]○ *Go to 47*

Otherwise [2]○ *Go to 45*

45. NOW SOME QUESTIONS ABOUT THE ENTIRE TWO YEARS OR SO SINCE YOU COMPLETED THE *(Read line A)* PROGRAM. AT ANY TIME SINCE THEN, WERE YOU EVER WITHOUT A JOB AND LOOKING FOR ONE?

Yes [1]○ No [2]○ *Go to 50*

46. HOW LONG IN TOTAL WERE YOU WITHOUT A JOB AND LOOKING FOR ONE? *(Check and enter amounts or check "don't know")*

weeks [1]○ ☐☐ (number)

months [2]○ ☐☐ (number)

Or: don't know [3]○

Go to 48

47. NOW SOME QUESTIONS ABOUT THE ENTIRE TWO YEARS OR SO SINCE YOU COMPLETED THE *(Read line A)* PROGRAM. HOW LONG IN TOTAL WERE YOU WITHOUT A JOB AND LOOKING FOR ONE IN THIS PERIOD? *(Check and enter amounts or check "don't know")*

weeks [1]○ ☐☐ (number)

months [2]○ ☐☐ (number)

Or: don't know [3]○

48. DURING ANY OF THIS TIME WHEN YOU WERE LOOKING FOR A JOB, WERE YOU A FULL-TIME STUDENT?

Yes [1]○ No [2]○ *Go to 50*

49. HOW MUCH OF THIS TIME WERE YOU A FULL-TIME STUDENT? *(Check and enter number of weeks or months)*

weeks [1]○ ☐☐ (number)

months [2]○ ☐☐ (number)

Or: all of it [3]○

50. SINCE COMPLETING THE *(Read line A)* PROGRAM, HAVE YOU COMPLETED ANY OTHER UNIVERSITY, COLLEGE OR VOCATIONAL PROGRAMS?

Yes [1]○ No [2]○ *Go to 52*

51. WHAT TYPES OF DEGREES, DIPLOMAS OR CERTIFICATES HAVE YOU OBTAINED? *(Mark all mentioned)*

Trade/vocational . . . . . [1]○

Community college/CEGEP/technical institute certificate or diploma/CEGEP D.E.C. . . . . [2]○

University certificate or diploma (below graduate level) [3]○

University certificate or diploma (graduate level) . . . . . [4]○

Bachelors degree . . . . . [5]○

Degree in law, medicine or theology (LL.B., D.D.S., D.V.M.) . . . . . [6]○

Masters degree . . . . . [7]○

Earned doctorate (Ph.D., D.Sc., etc.) . . . . . [8]○

Other *(Specify)* . . . . . [9]○

_____

52. *INTERVIEWER CHECK-ITEM:*
If institution on line B of label is university,

check [1]○ *Go to 55*

Otherwise [2]○ *Go to 53*

53. SINCE COMPLETING THE *(Read line A)* PROGRAM, HAVE YOU REGISTERED IN AN APPRENTICESHIP PROGRAM?

Yes [1]○ No [2]○ *Go to 55*

54. WHAT TRADE?

G. WEEK OF MAY 27 THROUGH JUNE 2, 1984

55. NOW SOME QUESTIONS ABOUT THE WEEK OF MAY 27 THROUGH JUNE 2, 1984. DID YOU DO ANY WORK AT A JOB OR BUSINESS DURING THAT WEEK?

Yes [1]○ *Go to 58* No [2]○

56. DURING THAT WEEK, DID YOU HAVE A JOB OR BUSINESS AT WHICH YOU DID NOT WORK?

Yes [3]○ No [4]○ *Go to 59*

57. WERE YOU ABSENT FROM WORK DURING THE WEEK OF MAY 27 THROUGH JUNE 2 BECAUSE OF A TEMPORARY LAYOFF?

Yes [5]○ No [6]○

58. WAS THE JOB YOU HAD DURING THAT WEEK A FULL-TIME JOB, THAT IS, USUALLY 30 OR MORE HOURS A WEEK?

Yes [7]○ *Go to 64* No [8]○ *Go to 63*

59. DURING THE WEEK OF MAY 27 THROUGH JUNE 2, DID YOU HAVE A FULL-TIME JOB TO START AT A DEFINITE DATE IN THE FUTURE?

Yes [1]○ *Go to 64* No [2]○

60. DURING THE WEEK OF MAY 27 THROUGH JUNE 2, WERE YOU LOOKING FOR A JOB?

Yes [3]○ *Go to 62* No [4]○

61. WHAT WAS THE MAIN REASON YOU DID NOT LOOK FOR A JOB THAT WEEK? *(Mark one only)*

- Own illness or disability [01]○
- Personal or family responsibilities [02]○
- Going to school [03]○
- No longer interested in finding a job [04]○
- Waiting for recall (to former job) [05]○
- Had already found a new job [06]○
- Waiting for replies from employer [07]○
- Could not find the kind of job wanted [08]○
- Discouraged with looking [09]○
- Other reason [10]○
- No reason given [11]○

Go to 70

62. WERE YOU LOOKING FOR A FULL-TIME JOB?

Yes [1]○ No [2]○

Go to 70

63. WHAT IS THE MAIN REASON YOU HAD A PART-TIME JOB? *(Do not read list; check one only)*

- Own illness or disability [1]○
- Personal or family responsibilities [2]○
- Going to school [3]○
- Could only find part-time work [4]○
- Did not want full-time work [5]○
- Full-time work is under 30 hours a week [6]○
- Other reason *(Specify)* [7]○

8–5400–34.1

64. *INTERVIEWER: For items 65 through 80, if the respondent had more than one job, ask about the main job, i.e. the one usually worked at for the most number of hours.*

65. FOR WHOM DID YOU WORK AT THAT JOB? *(Probe with name of business, government department or agency, or person)*

66. WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? *(Probe with: elementary school, municipal government, retail shoe store)*

67. WHAT KIND OF WORK WERE YOU DOING? *(Probe with: elementary school teacher, manager of a biological research department, shoe salesperson) (Describe major activity, using at least two words)*

68. IF YOU WERE TO WORK AT THAT JOB FOR THE 12 MONTHS OF 1984, APPROXIMATELY WHAT WOULD BE YOUR GROSS ANNUAL EARNINGS? *(Record to nearest thousand dollars)*

$ [ ][ ][0][0][0][.0][0] Or: don't know [1]○

69. IN THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2, WERE YOU A PAID WORKER OR SELF-EMPLOYED?

Paid worker . . . . . [1]○ *Go to 71*

Self-employed. . . . . [2]○

Other (e.g. unpaid family worker). . . . . [3]○

70. DO YOU THINK THE EDUCATIONAL PROGRAM YOU COMPLETED FOR THE *(Read line A)* WAS INTENDED TO PREPARE STUDENTS FOR A SPECIFIC JOB OR CAREER?

Yes [1]○ No [2]○

Go to 86

71. DID YOU HAVE A PERMANENT POSITION OR A TEMPORARY POSITION WITH THAT EMPLOYER? *(If respondent asks, read definition of "permanent" and "temporary")*

Permament [1]○

(Definition: There was no indication that the job would end at some definite point in time, e.g., hired permanently with no specified term)

Temporary [2]○

(Definition: There was a definite indication that the job would terminate at some specified point in time, e.g., hired for a six-month term)

72. WHEN YOU WERE SELECTED FOR THAT JOB, WHAT MINIMUM EDUCATIONAL QUALIFICATIONS WERE REQUIRED TO MEET THE HIRING CRITERIA? *(Mark one only)*

No qualifications specified . . . . . [01]○
High school completion or less. . . [02]○
Some postsecondary . . . . . [03]○
} *Go to 74*

College diploma or certificate . . . [04]○

University diploma or certificate [05]○

Degree, level not specified. . . . . [06]○

Bachelors or first professional degree . . . . . [07]○

Masters degree . . . . . [08]○

Doctorate degree. . . . . [09]○

Don't know . . . . . [10]○ *Go to 74*

73. DID THE EMPLOYER SPECIFY THAT IT WAS ESSENTIAL FOR THIS QUALIFICATION TO BE IN A SPECIFIC FIELD OR FIELDS OF STUDY?

Yes [1]○ No [2]○

74. DID THE EMPLOYER SPECIFY THAT RELATED WORK EXPERIENCE WAS ESSENTIAL FOR THAT JOB?

Yes [3]○ No [4]○ Don't know [5]○

75. DO YOU THINK THE EDUCATIONAL PROGRAM YOU COMPLETED FOR THE *(Read line A)* WAS INTENDED TO PREPARE STUDENTS FOR A SPECIFIC JOB OR CAREER?

Yes [6]○ No [7]○ *Go to 77*

76. WAS YOUR JOB IN THE WEEK OF MAY 27 THROUGH JUNE 2 ONE FOR WHICH YOUR EDUCATIONAL PROGRAM WAS DESIGNED?

Yes [8]○ No [9]○

77. *INTERVIEWER CHECK-ITEM:*

If respondent had a full-time job to start in the future ("Yes" in 59),

Check [1]○ *Go to 86*

Otherwise [2]○ *Go to 78*

78. CONSIDERING ALL ASPECTS OF THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2, HOW SATISFIED WERE YOU WITH THE JOB? WOULD YOU SAY THAT YOU WERE . . . *(Read first four categories aloud)*

Very satisfied? . . . . . [1]○

Satisfied? . . . . . [2]○

Not very satisfied? . . . . . [3]○

Not at all satisfied? . . . . . [4]○

Don't know/no opinion . . . . . [5]○

79. CONSIDERING THE DUTIES AND RESPONSIBILITIES OF THAT JOB, HOW SATISFIED WERE YOU WITH THE SALARY YOU RECEIVED? WOULD YOU SAY THAT YOU WERE . . . *(Read first four categories aloud)*

Very satisfied? . . . . . [1]○

Satisfied? . . . . . [2]○

Not very satisfied? . . . . . [3]○

Not at all satisfied? . . . . . [4]○

Don't know/no opinion . . . . . [5]○

80. IN THAT JOB, DID YOU USE ANY OF THE SKILLS ACQUIRED THROUGH THE EDUCATIONAL PROGRAM WHICH LED TO THE *(Read line A)*?

Yes [1]○ No [2]○

H. JOB LASTING SIX MONTHS OR MORE

81. HAVE YOU WORKED AT THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2 FOR SIX MONTHS OR MORE? *(Interviewer: If asked, a "job" means doing the same kind of work for the same employer)*

Yes [1]○ No [2]○ *Go to 85*

82. SINCE YOU COMPLETED THE REQUIREMENTS FOR THE *(Read line A)* PROGRAM, WAS THAT YOUR **FIRST** FULL-TIME JOB LASTING SIX MONTHS OR MORE?

Yes [1]○ No [2]○

83. WHEN DID YOU BEGIN THE JOB YOU HAD IN THE WEEK OF MAY 27 THROUGH JUNE 2? *(Enter month and year)*

Month ____ Year 1 9 ____ ____

84. *INTERVIEWER CHECK-ITEM:*

If the job held in the week of May 27 through June 2 was the first job lasting six months or more ("Yes" in 82),

Check [1]○ *Go to 91*

Otherwise [2]○ *Go to 87*

85. WHEN DID YOU BEGIN THAT JOB? *(Enter month and check year)*

Month ____ 1983 [1]○ 1984 [2]○

86. SINCE YOU COMPLETED THE REQUIREMENTS FOR THE *(Read line A)* PROGRAM, HAVE YOU HELD ANY FULL-TIME JOB LASTING SIX MONTHS OR MORE?

Yes [1]○ No [2]○ *Go to 91*

87. SINCE YOU COMPLETED THE REQUIREMENTS FOR THE *(Read line A)* PROGRAM, WHEN DID YOU START YOUR FIRST FULL-TIME JOB LASTING SIX MONTHS OR MORE? *(Enter month and year)*

Month ☐☐ Year 19☐☐

88. FOR WHOM DID YOU WORK AT THAT JOB? *(Probe with name of business, government department or agency, or person)*

Don't know [1]○ Or:

89. WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? *(Probe with: elementary school, municipal government, retail shoe store)*

Don't know [1]○ Or:

90. WHAT KIND OF WORK WERE YOU DOING? *(Probe with: elementary school teacher, manager of a biological research department, shoe salesperson) (Describe major activity, using at least two words)*

Don't know [1]○ Or:

I. GENERAL AND CLASSIFICATORY QUESTIONS

91. NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR REASONS FOR ENROLLING IN THE *(Read line A)* PROGRAM. ON A SCALE OF ONE TO FOUR, WHERE ONE MEANS "NOT IMPORTANT" AND FOUR MEANS "VERY IMPORTANT", HOW IMPORTANT WAS IT FOR YOU . . . *(Read reason. Repeat underlined words for each reason)*

	Not Important 1	2	3	Very Important 4
1. To acquire specialized knowledge and skills required in a particular occupation?	01○	02○	03○	04○
2. To improve your career prospects?	05○	06○	07○	08○
3. To acquire general communication, social and reasoning skills?	09○	10○	11○	12○
4. To have the satisfaction of learning and understanding an academic discipline?	13○	14○	15○	16○

92. NOW GIVEN YOUR EXPERIENCE WHILE IN THE PROGRAM AND SINCE GRADUATION, ON A SCALE OF ONE TO FOUR WHERE ONE MEANS "NOT AT ALL" AND FOUR MEANS "TO A GREAT EXTENT", TO WHAT EXTENT DO YOU FEEL YOUR PROGRAM PROVIDED YOU WITH . . . *(Read phrase. Repeat underlined words for each phrase)*

	Not at All 1	2	3	To a Great Extent 4
1. Specialized knowledge and skills required in a particular occupation? . .	01○	02○	03○	04○
2. Improved career prospects?	05○	06○	07○	08○
3. General communication, social and reasoning skills?	09○	10○	11○	12○
4. The satisfaction of learning and understanding an academic discipline?	13○	14○	15○	16○

93. GIVEN YOUR EXPERIENCE SINCE COMPLETING THE REQUIREMENTS FOR THE *(Read line A)*, WOULD YOU HAVE SELECTED THE SAME EDUCATIONAL PROGRAM, A DIFFERENT PROGRAM, OR NOT TAKEN ANY POST-SECONDARY PROGRAM?

Same [1]○ } *Go to 95*
None [3]○ }

Different [2]○

94. WHAT KIND WOULD YOU HAVE TAKEN – A UNIVERSITY, A COLLEGE, OR A TRADE PROGRAM?

University . . . . . [1]○
College . . . . . [2]○
Trade . . . . . [3]○

95. IN GENERAL HOW IMPORTANT IS IT TO YOU THAT A JOB BE RELATED TO YOUR FIELD OF STUDY OR SPECIALIZATION? WOULD YOU SAY IT IS . . . *(Read first four categories aloud)*

Very important? . . . . . [1]○
Important? . . . . . [2]○
Not very important? . . . . . [3]○
Not at all important? . . . . . [4]○
Don't know/no opinion . . . . . [5]○

96. DID YOU EVER BORROW MONEY TO FINANCE ANY OF YOUR EDUCATION?

Yes [1]○ No [2]○ *Go to 100*

97. THINKING ONLY OF REPAYABLE LOANS, HOW MUCH DID YOU OWE TO THE STUDENT LOAN PROGRAM WHEN YOU GRADUATED IN 1982? *(Do not include grants. Round to the nearest $100)*

$ | | | | 0 | 0 | .0 | 0 |

98. AT THAT TIME, DID YOU OWE OTHER MONEY AS A RESULT OF BORROWING TO FINANCE YOUR EDUCATION?

Yes [1]○ No [2]○ *Go to 100*

99. HOW MUCH WAS THIS? *(Round to the nearest $100)*

$ | | | | 0 | 0 | .0 | 0 |

100. FINALLY, I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF. IN WHAT YEAR WERE YOU BORN?

| 1 | 9 | | | Year

Or: refused [1]○

101. WHAT IS YOUR MARITAL STATUS? ARE YOU SINGLE, THAT IS, NEVER MARRIED; MARRIED, INCLUDING CO-HABITATION, WIDOWED, SEPARATED, OR DIVORCED?

Single (never married) . . . . . [1]○
Married/cohabitation . . . . . [2]○
Widowed, separated, divorced . . . . . [3]○
Refused, not stated . . . . . [4]○

102. WHAT LANGUAGE DID YOU FIRST LEARN AND STILL UNDERSTAND? *(Check one only)*

English . . . . . [1]○
French . . . . . [2]○
Other language . . . . . [3]○

103. WHAT LANGUAGE DO YOU SPEAK MOST OFTEN AT HOME? *(Check one only)*

English . . . . . [1]○
French . . . . . [2]○
Other language . . . . . [3]○

104. DO YOU HAVE ANY DEPENDENT CHILDREN?

Yes [1]○ No [2]○ *Go to 106*

105. PLEASE TELL ME THEIR AGES. *(Record age in years as of last birthday)*

106. COLLEGES AND UNIVERSITIES ARE INTERESTED IN KNOWING WHERE STUDENTS LOCATE AFTER GRADUATION. WOULD YOU PLEASE TELL ME THE NAME OF THE CITY, TOWN OR VILLAGE YOU LIVE IN AND YOUR POSTAL CODE.

City, etc.

Postal code

107. *READ THE FOLLOWING DATA-SHARING AGREEMENT EXACTLY AS WORDED.*

To avoid duplication of enquiry, Statistics Canada is conducting this survey jointly with the Department of the Secretary of State, Employment and Immigration Canada and the provincial Ministries of Education and Labour. The information collected will be kept confidential and used for statistical purposes only.

However, if you object to sharing your answers with any of these departments, please write to the Chief Statistician of Canada, Ottawa, Ontario, K1A 0T6.

(If respondent asks if it isn't enough just to tell you he/she doesn't want to share, add:) According to the law, we need to have a letter from you indicating that you object to your answers being shared, specifying which departments this objection applies to.

108. THAT'S THE END OF THE SURVEY. WOULD YOU LIKE US TO SEND YOU A SUMMARY OF THE SURVEY RESULTS WHEN IT IS AVAILABLE?

Yes [1] ○ No [2] ○ *Terminate and go to 110*

109. MAY I HAVE THE REST OF YOUR MAILING ADDRESS, BESIDES THE CITY/TOWN/VILLAGE AND POSTAL CODE YOU JUST GAVE ME? *(Write in street name and number, apartment number, etc.)*

END INTERVIEW, PLEASE COMPLETE ITEMS 110 THROUGH 111

110. *Sex of respondent:*

Male [1] ○ Female [2] ○

111. *Province or territory where respondent was when interviewed:*

Nfld. [01] ○ Man. [07] ○

P.E.I. [02] ○ Sask. [08] ○

N.S. [03] ○ Alta. [09] ○

N.B. [04] ○ B.C. [10] ○

Québec [05] ○ Yukon [11] ○

Ontario [06] ○ N.W.T. [12] ○

112. *Language of interview:*

English [1] ⊘ French [2] ○

COMMENTS:

BIBLIOGRAPHY

Anisef, Paul, Accessibility to Postsecondary Education in Canada, Ottawa, Department of the Secretary of State, 1985.

Campbell, Gordon, Community Colleges in Canada, Toronto: Ryerson Press, 1971.

Clark, W. and Zsigmond, Z., Job Market Reality for Postsecondary Graduates. Statistics Canada, Catalogue 81-572E. Ottawa, 1981.

Davis, Christine K., Denton, Margaret A., Hunter, A.A. Employment Survey of 1982 Graduates of Ontario Universities. Ontario Ministry of Education and Ministry of Colleges and Universities. Toronto, 1984.

_____. Employment Survey of 1982 Graduates of Ontario Universities: Summary Report. Ontario Ministry of Education and Ministry of Colleges and Universities, Review and Evaluation Bulletin, Volume 4, Number 7. Toronto, 1983.

Devereaux, M.S., Rechnitzer, E. Higher Education - Hired?. Statistics Canada and Labour Canada Women's Bureau. Ottawa, 1980.

Employment and Immigration Canada, Annual Statistical Bulletin, 1982-83.

Glyde, Gerald P., Snyder, David L., Stemberger, Anthony R. Underemployment: Definition, Causes, and Measurement. Institute for Research on Human Resources, The Pennsylvania State University. University Park, 1975.

Statistics Canada, The Labour Force June 1984. Catalogue 71-001. Ottawa, 1984.

GLOSSARY

annual earnings: The approximate gross annual earnings of a graduate, to the nearest thousand dollars, as if he/she were to work at the job he/she had in June 1984 for the entire 1984 calendar year.

bachelor's: Includes bachelor's and first professional degrees as well as undergraduate diplomas and certificates.

college level: Career/technical programs of one or more years, granting a diploma or certificate and offered by a recognized community college, CEGEP, technical school, school of nursing or similar institution.

doctorate: Highest academic degree conferred by a university. It includes PhDs and PhD equivalents in any field but excludes degrees defined as first professional, such as doctor of medicine, doctor of divinity, etc. Only earned doctorates are examined in this study.

field of study: Training program, discipline or major subject studied by a student. Those followed by trade/vocational and college graduates were coded using the Community College Student Information System (CCSIS) coding structure. Those followed by university graduates were coded using the University Student Information System (USIS) specialization or major field of study coding structure.

full-time work: 30 hours or more of work per week.

indebtedness: see total indebtedness.

labour force: Graduates working (employed), not working but looking for work (unemployed), and graduates not working but having accepted a full-time job to start at a definite date in the future (unemployed).

master's: Graduates granted a master's degree or graduate diploma or certificate.

mother tongue: Language first learned and still understood. Coded as English, French, or other.

necessity: Trade/vocational graduates were asked if their June 1984 employer specified if their program was necessary to get the job (Question 71).

not in labour force: Includes graduates not working and not looking for work.

participation rate (labour force participation rate): Graduates in the labour force (i.e. employed and unemployed) as a percentage of all graduates.

part-time work: Less than 30 hours of work per week.

previous work experience: Full-time work experience excluding summer jobs while a student prior to enrolling in their program for trade/vocational graduates and prior to graduation for college and university graduates.

relationship of job to education: Graduates were queried about the extent to which their educational program matched the requirements of their June 1984 job. Responses to a series of questions were classified into three relationship levels: directly related, partly related, and not related.

Directly related means that graduates were in jobs for which their educational program had been designed and that they used at least some of the skills acquired in that program.

Partly related refers to jobs for which the graduates' educational program was not designed but in which graduates used at least some of their acquired skills.

Not related means that graduates had not been in education programs designed for their job, and did not use any of their acquired skills on the job.

The data for this measure of the match between job and education were taken from questions 73 and 77 of the trade/vocational questionnaire and questions 75, 76 and 80 of the university/college questionnaire.

SIC: Standard Industrial Classification. The 1980 Standard Industrial Classification was used to classify the industries in which graduates worked. These industries were coded to the 3-digit group level. Details about the SIC can be found in Statistics Canada Catalogue 12-501E, Standard Industrial Classification 1980.

SOC: Standard Occupational Classification. The 1980 Standard Occupational Classification was used to categorize the kind of work done by graduates. These occupations were coded to the 4-digit unit group level. Details about the SOC can be found in Statistics Canada Catalogue No. 12-565E, Standard Occupational Classification 1980.

total indebtedness: Total amount of borrowed money a graduate owes to all sources at the time of graduation.

trade/vocational level: Skilled trade/vocational programs lasting 3 to 12 months, leading to a diploma or certificate and offered by a recognized community college, secondary school, technical or vocational school or college, school of nursing or similar institution. The following programs are excluded: basic training for skill development (BTSD) programs; programs such as language training, job-readiness, work-adjustment training, and occupational orientation.

unemployment: Graduates not working but looking for work, as well as those who have accepted a full-time job to start in the future, are classified as unemployed. The questions in the National Graduates Survey that establish employment status differ from those of the labour force survey. For this reason, the definitions of unemployment do not exactly coincide.

unemployment rate: The number of unemployed graduates as a percentage of the number of graduates in the labour force (employed and unemployed).